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ABSTRACT

This volume contains comprehensive four-page scorecards for the United States as a whole, each state, the District of Columbia, and five U.S. territories reporting progress toward the National Education Goals. The U.S. scorecard charts progress on 26 national indicators of educational progress, and the state scorecards chart progress on 33 similar state-level indicators. Arrows show where the country and the states are making progress, where there has been no change, and where progress is lacking. This year's report shows that the United States has made some important progress, particularly with regard to Goal 1, "Ready To Learn," Goal 3, "Student Achievement and Citizenship," and (3) Goal 5, "Mathematics and Science." However, the United States is far from where it should be if the National Education Goals are to be achieved by the year 2000. Eighteen states received 10 or more arrows pointing upward for significant improvement in the 1990s. North Carolina led, with significant improvement on 14 indicators, followed by South Carolina with 13, and California, Colorado, and Texas, with 12 each. Three appendixes contain technical notes and sources for the national and state indicators and acknowledgments. (SLD)

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ED 426 115

DATA VOLUME FOR THE NATIONAL EDUCATION GOALS REPORT

1998

TM029401

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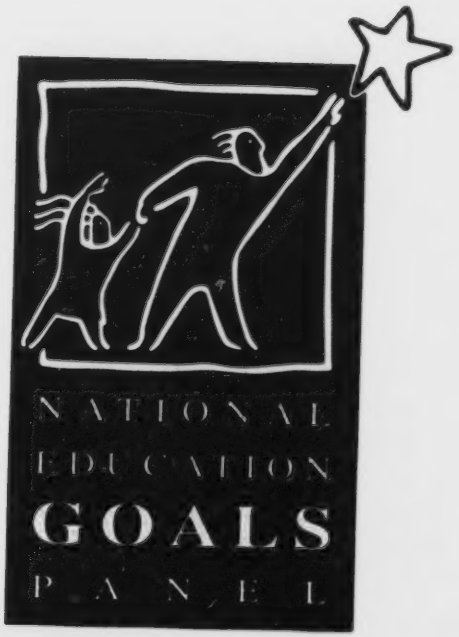
DATA VOLUME FOR
THE NATIONAL EDUCATION

GOALS REPORT

1998



The National Education Goals Panel

The National Education Goals Panel (NEGP) is a unique bipartisan and intergovernmental body of federal and state officials created in July 1990 to assess and report state and national progress toward achieving the National Education Goals. In 1994, the Goals Panel became a fully independent federal agency charged with monitoring and speeding progress toward the eight National Education Goals. Under the legislation, the Panel is charged with a variety of responsibilities to support systemwide reform, including:

- Reporting on national and state progress toward the Goals over a 10-year period;
- Working to establish a system of high academic standards and assessments;
- Identifying promising practices for improving education; and
- Building a nationwide, bipartisan consensus to achieve the Goals.

Panel members include eight Governors, four members of Congress, four state legislators, and two members appointed by the President.

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Foreword

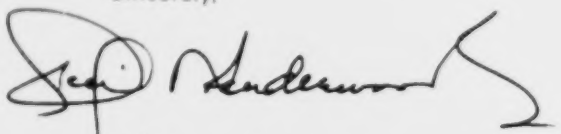
On behalf of the National Education Goals Panel, I am pleased to present the *1998 Data Volume for the National Education Goals Report*. This is a companion volume to the Panel's annual report on national and state progress toward the eight National Education Goals.

This *Data Volume* contains comprehensive four-page scorecards for the United States, each state, the District of Columbia, and five U.S. territories. The U.S. scorecard charts progress on 26 national indicators of educational progress; the state scorecards chart progress on 33 similar state-level indicators. Arrows show at a glance where we are making progress toward the Goals, where there has been no significant change, and where we are falling further behind.

Granted, progress has been uneven and much work remains to be done. Far too many of the arrows are flat or point downward. Yet a closer look at this year's report reveals some very encouraging news. The nation has made some important progress toward Goal 1: Ready to Learn, Goal 3: Student Achievement and Citizenship, and Goal 5: Mathematics and Science. Individual states are making significant progress toward the National Education Goals, and some states are improving on multiple measures.

I commend the students in these states, their teachers, and their parents for the hard work that created these positive results. With continued effort and commitment, we can extend these successes to all states.

Sincerely,



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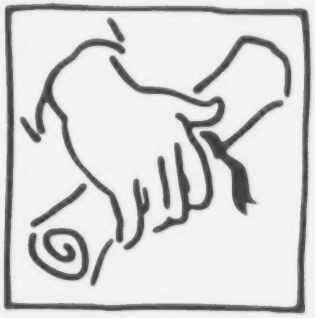
The National Education Goals

Goal 1: Ready to Learn

By the year 2000, all children in America will start school ready to learn.

Objectives:

- All children will have access to high-quality and developmentally appropriate preschool programs that help prepare children for school.
- Every parent in the United States will be a child's first teacher and devote time each day to helping their child learn, and parents will have access to the training and support parents need.
- Children will receive the nutrition, physical activity experiences, and health care needed to arrive at school with healthy minds and bodies, and to maintain the mental alertness necessary to be prepared to learn, and the number of low-birthweight babies will be significantly reduced through enhanced prenatal health systems.



Goal 2: School Completion

By the year 2000, the high school graduation rate will increase to at least 90 percent.

Objectives:

- The Nation must dramatically reduce its school dropout rate, and 75 percent of the students who do drop out will successfully complete a high school degree or its equivalent.
- The gap in high school graduation rates between American students from minority backgrounds and their non-minority counterparts will be eliminated.

Goal 3: Student Achievement and Citizenship

By the year 2000, all students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our Nation's modern economy.

Objectives:

- The academic performance of all students at the elementary and secondary level will increase significantly in every quartile, and the distribution of minority students in each quartile will more closely reflect the student population as a whole.

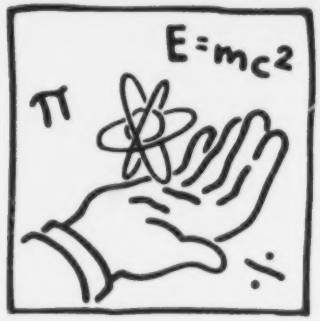
- The percentage of all students who demonstrate the ability to reason, solve problems, apply knowledge, and write and communicate effectively will increase substantially.
- All students will be involved in activities that promote and demonstrate good citizenship, good health, community service, and personal responsibility.
- All students will have access to physical education and health education to ensure they are healthy and fit.
- The percentage of all students who are competent in more than one language will substantially increase.
- All students will be knowledgeable about the diverse cultural heritage of this Nation and about the world community.

Goal 4: Teacher Education and Professional Development

By the year 2000, the Nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.

Objectives:

- All teachers will have access to preservice teacher education and continuing professional development activities that will provide such teachers with the knowledge and skills needed to teach to an increasingly diverse student population with a variety of educational, social, and health needs.
- All teachers will have continuing opportunities to acquire additional knowledge and skills needed to teach challenging subject matter and to use emerging new methods, forms of assessment, and technologies.
- States and school districts will create integrated strategies to attract, recruit, prepare, retrain, and support the continued professional development of teachers, administrators, and other educators, so that there is a highly talented work force of professional educators to teach challenging subject matter.
- Partnerships will be established, whenever possible, among local educational agencies, institutions of higher education, parents, and local labor, business, and professional associations to provide and support programs for the professional development of educators.



Goal 5: Mathematics and Science

By the year 2000, United States students will be first in the world in mathematics and science achievement.

Objectives:

- Mathematics and science education, including the metric system of 'measurement, will be strengthened throughout the system, especially in the early grades.
- The number of teachers with a substantive background in mathematics and science, including the metric system of measurement, will increase by 50 percent.
- The number of United States undergraduate and graduate students, especially women and minorities, who complete degrees in mathematics, science, and engineering will increase significantly.

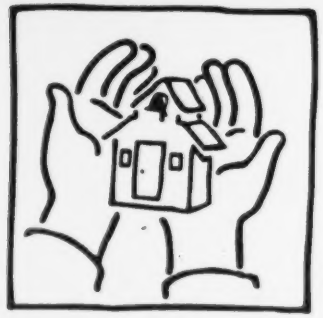
Goal 6: Adult Literacy and Lifelong Learning

By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Objectives:

- Every major American business will be involved in strengthening the connection between education and work.
- All workers will have the opportunity to acquire the knowledge and skills, from basic to highly technical, needed to adapt to emerging new technologies, work methods, and markets through public and private educational, vocational, technical, workplace, or other programs.
- The number of quality programs, including those at libraries, that are designed to serve more effectively the needs of the growing number of part-time and midcareer students will increase substantially.
- The proportion of the qualified students, especially minorities, who enter college, who complete at least two years, and who complete their degree programs will increase substantially.
- The proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems will increase substantially.
- Schools, in implementing comprehensive parent involvement programs, will offer more adult literacy, parent training, and lifelong learning opportunities to improve the ties between home and school, and enhance parents' work and home lives.

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

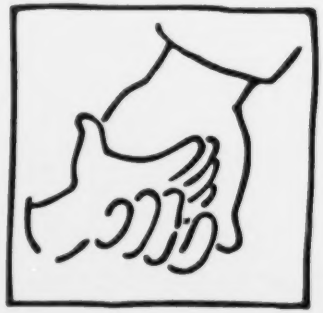


By the year 2000, every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.

Objectives:

- Every school will implement a firm and fair policy on use, possession, and distribution of drugs and alcohol.
- Parents, businesses, governmental and community organizations will work together to ensure the rights of students to study in a safe and secure environment that is free of drugs and crime, and that schools provide a healthy environment and are a safe haven for all children.
- Every local educational agency will develop and implement a policy to ensure that all schools are free of violence and the unauthorized presence of weapons.
- Every local educational agency will develop a sequential, comprehensive kindergarten through twelfth grade drug and alcohol prevention education program.
- Drug and alcohol curriculum should be taught as an integral part of sequential, comprehensive health education.
- Community-based teams should be organized to provide students and teachers with needed support.
- Every school should work to eliminate sexual harassment.

Goal 8: Parental Participation



By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

Objectives:

- Every State will develop policies to assist local schools and local educational agencies to establish programs for increasing partnerships that respond to the varying needs of parents and the home, including parents of children who are disadvantaged or bilingual, or parents of children with disabilities.
- Every school will actively engage parents and families in a partnership which supports the academic work of children at home and shared educational decisionmaking at school.
- Parents and families will help to ensure that schools are adequately supported and will hold schools and teachers to high standards of accountability.

Executive Summary

This report is the companion volume to the *1998 National Education Goals Report*, the eighth in a series of annual reports issued by the National Education Goals Panel to measure national and state progress toward the eight National Education Goals. It evaluates progress made since 1990, the year that the National Education Goals were adopted.

The purpose of having a common set of national Goals that all states would work collectively to achieve was to identify the nation's highest education priorities, so that the nation's students — and its future workforce — would be prepared to meet the technological, scientific, and economic challenges of the 21st century. As we approach the year 2000, the American public is eager to know what progress is being made. Where do the nation and the states stand?

This year's report shows that the nation has made some important progress, particularly with regard to Goal 1: Ready to Learn, Goal 3: Student Achievement and Citizenship, and Goal 5: Mathematics and Science. However, the nation is far from where it should be if we expect to achieve the National Education Goals by the end of the decade. Progress has been uneven, and performance has actually slipped in some areas.

But this does not mean that this effort has been in vain. The National Education Goals Panel acknowledges that the Goals are extremely ambitious and that they will not be easy to achieve. They were purposely designed to set high expectations for education performance at every stage of a learner's life, from the preschool years through adulthood. The Goals Panel also recognizes that the amount of effort required to achieve the Goals will be greater for some states than for others, since states began the decade at different starting points.

Despite these challenges, evidence suggests that state efforts are beginning to pay off. Not only have some individual states made remarkable progress toward the Goals, but some have made progress in multiple areas. The National Education Goals Panel realizes that these accomplishments are no small feat, and believes that they deserve to be recognized and celebrated. Our aim is to judge the nation and the states not simply by where they are now, but by how much progress they have made.

Measuring progress toward the Goals

The Goals Panel uses 26 national and 33 state-level indicators to measure progress toward the eight National Education Goals.[1] These indicators were selected with the assistance of the Goals Panel's advisors, who were asked to recommend a set of measures that were, to the extent possible:

- comprehensive across the Goals;
- most critical in determining whether the Goals were actually achieved; and
- updated at frequent intervals, so that the Panel could provide regular progress reports.

If policymakers, educators, and the public focus on improving performance on these indicators, the nation should be able to raise its overall level of "educational health" over time.

The sources of the national and state data are large-scale data collections, research studies, and assessments conducted by universities, education organizations, and federal agencies such as the National Center for Education Statistics and the National Center for Health Statistics. Many of the indicators are identical at the national and

[1] *Because some of the indicators have multiple parts, there are 50 national measures and 42 state measures of progress toward the Goals. For example, the national indicator on reading achievement is composed of three measures of progress for Grades 4, 8, and 12. However, only 28 of the national measures and 31 of the state measures have been collected more than once since 1990; these are the maximum numbers of areas in which the Goals Panel can report progress over time.*

state levels, such as student achievement in mathematics, science, and reading. However, in some cases, only national data are available and there is no comparable state indicator (for example, student achievement in writing, history, and geography). In other cases, we do have a measure at both the national and state levels, but the data are drawn from different sources and differ in the way they are collected or reported (for example, student drug and alcohol use).

In some cases, limited information is available to measure progress, particularly at the state level. Data gaps exist because states may choose not to participate in some data collections for reasons such as cost or the amount of time required for testing. In other cases, states may have participated in a data collection only once, and change over time cannot be determined without a second data point.

It is important to bear in mind that variations in state demographics account for some differences in performance on the state indicators. For example, states with the highest enrollments of limited English proficient students tend to have the highest percentages of teachers with specific training to teach limited English proficient students.

It is also important to note that this report does not include all Goal-related data that a state may collect. States do collect Goal-related information individually (for example, student achievement, using their own state assessments), but this information is not comparable across states. Only comparable state data are presented in the annual *Goals Reports* to ensure that state comparisons are fair and that changes over time are not due to changes in sampling or the wording of items.[2] The Goals Panel is committed to using a common, reliable yardstick to ensure that differences over time are due to real changes in performance.

Report format — National data

The information in this report is organized in two sections, one on national progress and one on state progress.[3] America's 1998 scorecard, which summarizes progress on the 26 national indicators, is presented on pages 9-12. A detailed guide to interpreting the scorecard appears on page 8.

Baseline measures of progress, which appear in the first column on the scorecard, were established as close as possible to 1990. These serve as our starting points. For some of the indicators, such as student achievement in mathematics and reading, we hope to reach 100%. For others, such as student drug use and alcohol use, we hope to reach 0%. The most recent measures of performance for each indicator appear in the second column.

The arrows in the third column show our overall progress on each indicator:

- ↑ Arrows that point upward indicate where we have made significant[4] progress.
- ↔ Horizontal arrows indicate where we have seen no significant change in our performance.
- ↓ Arrows that point downward indicate where we have fallen further behind.

[2] *Although the state data presented in this report are comparable, the reader should bear in mind that many variables can contribute to differences in state performance, such as available resources, curricula, and educational practices. The results presented in this report do not control for these variables.*

[3] *The term "state" is used hereafter in this report to refer to the 50 states, the District of Columbia, and the U.S. territories.*

[4] *In this report, "significance" refers to statistical significance and indicates that the observed differences are not likely to have occurred by chance. All differences in this report that are termed "statistically significant" are measured at the 0.05 level. For more information, see Appendix A.*

(No arrows are shown in cases where we do not yet have a second data point to determine whether performance has improved or declined since the baseline.)

Report format — State data

The second section of this report, which begins on page 13, summarizes state progress toward the National Education Goals. Four-page scorecards have been created for each state, the District of Columbia, and five U.S. territories. These scorecards appear on pages 18-241. A detailed guide to interpreting the state data appears on pages 14-17. Each of the indicators on the state scorecards includes a baseline measure, the most recent update, an arrow indicating the direction of change, and the range of state scores in order to show how the state performed in relation to others. National averages are also shown if the data are comparable at the national and state levels.

National Findings

In this year's report the United States received:

- ↑ 10 arrows pointing upward for significant improvement;
- ↔ 10 horizontal arrows indicating where there has been no significant change in performance; and
- ↓ 8 arrows pointing downward for significant declines in performance.

Areas of improvement

The 10 arrows that were awarded for significant improvement are associated with Goals 1, 3, 5, and 7:

Goal 1: Ready to Learn

- ↑ The proportion of infants born with one or more of four health risks has decreased.
- ↑ The percentage of 2-year-olds who have been fully immunized against preventable childhood diseases has increased.
- ↑ The percentage of families who are reading and telling stories to their children on a regular basis has increased.

Goal 3: Student Achievement and Citizenship

The percentages of students who are proficient in mathematics have risen in:

- ↑ Grade 4;
- ↑ Grade 8; and
- ↑ Grade 12.

Goal 5: Mathematics and Science

The proportion of college degrees awarded in mathematics and science has increased. This is true for:

- ↑ all students;
- ↑ minority students; and
- ↑ female students.

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

- ↑ The percentage of students who report that they have been threatened or injured at school has decreased.

Areas of decline

The 8 arrows that were awarded for significant declines in national performance are associated with Goals 3, 4, 6, and 7:

Goal 3: Student Achievement and Citizenship

- ↓ The percentage of students who are proficient in reading has declined at Grade 12 (but the percentages have not changed significantly at Grades 4 and 8).

Goal 4: Teacher Education and Professional Development

- ↓ The percentage of secondary school teachers who hold a degree in their main teaching assignment has decreased.

Goal 6: Adult Literacy and Lifelong Learning

- ↓ Fewer adults with a high school diploma or less (who need additional training the most) are participating in adult education, compared to those who have postsecondary education.
- ↓ The gap between the percentages of White and Black high school graduates who complete a college degree has grown larger.

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

- ↓ Student drug use has become more widespread.
- ↓ The percentage of students reporting that someone offered to sell or give them drugs at school has increased.
- ↓ The percentage of public school teachers reporting that they were threatened or injured at school has increased.
- ↓ A higher percentage of secondary school teachers report that student disruptions in their classrooms interfere with their teaching.

State Findings

Areas of improvement

In this year's report, 18 states received 10 or more arrows pointing upward for significant improvement during the 1990s. North Carolina led the states, with significant improvement on 14 measures, followed by South Carolina with 13, and California, Colorado, and Texas with 12 each.

Key improvements made by states during the 1990s are as follows:

Goal 1: Ready to Learn

- ↑ 35 states reduced the percentage of infants born with one or more of four health risks.
- ↑ 50 states increased the percentage of mothers receiving early prenatal care.
- ↑ 47 states increased the proportion of children with disabilities participating in preschool.

Goal 2: School Completion

- ↑ 10 states increased the high school completion rate among young adults.

Goal 3: Student Achievement and Citizenship

- ↑ 27 states increased the percentage of 8th graders who are proficient in mathematics.
- ↑ 50 states increased the proportion of scores on Advanced Placement examinations that were high enough to qualify for college credit.

Goal 4: Teacher Education and Professional Development

- ↑ 17 states increased the percentage of public school teachers who received support from a master or mentor teacher during their first year of teaching.

Goal 5: Mathematics and Science

- ↑ 47 states increased the percentage of degrees earned by all students that were awarded in mathematics or science.
- ↑ 33 states increased the percentage of degrees earned by minority students that were awarded in mathematics or science.
- ↑ 42 states increased the percentage of degrees earned by female students that were awarded in mathematics or science.

Goal 6: Adult Literacy and Lifelong Learning

- ↑ 10 states increased voter registration.
- ↑ 39 states increased the percentage of high school graduates who immediately enrolled in college.

Goal 8: Parental Participation

- ↑ 17 states increased the influence of parent associations on public school policies.

Areas of decline

Areas in which large numbers of states showed significant declines in performance during the 1990s are as follows:

Goal 1: Ready to Learn

- ↓ In 32 states, the percentage of infants born at low birthweight has increased.

Goal 2: School Completion

- ↓ In 10 states, the high school dropout rate has increased.

Goal 5: Mathematics and Science

- ↓ In 15 states, the percentage of degrees awarded to minority students that were in mathematics or science has decreased.

Goal 6: Adult Literacy and Lifelong Learning

- In 11 states, lower percentages of students are enrolling in college immediately after high school.

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

- In 16 states, student marijuana use has become more widespread.
- In 15 states, higher percentages of students report that drugs are available on school property.
- In 37 states, higher percentages of public school teachers report that student disruptions in class interfere with their teaching.

For further information

The *1998 National Education Goals Report* includes several additional types of analyses of the state data found in this *Data Volume*. Each of the 33 state-level indicators is profiled on a separate page in the *1998 Goals Report*. At the top of each page is a tally of the numbers of states in which performance on the indicator:

- ↑ has gotten significantly better;
- ↔ has not changed significantly; or
- ↓ has gotten significantly worse.

Each state that has made significant progress on the indicator is listed, along with the highest-performing states, and the states that have made the greatest improvements over time.

A new "Lessons from the States" series of publications is also available from the National Education Goals Panel to examine gains made by individual states in more detail. *Promising Practices: Progress Toward the Goals* examines programs and policies implemented by some of the highest-performing and most-improved states that state and local officials believe account for such success. The 1998 volume of *Promising Practices* focuses on one indicator of progress for each of the eight Goals. It includes case studies of states that are making significant progress on individual indicators, such as raising student academic achievement in mathematics and boosting high school completion rates. A separate publication, *Exploring Rapid Achievement Gains in North Carolina and Texas*, presents case studies of two states that have shown improvement on multiple measures. In addition, the Goals Panel plans to continue highlighting a different indicator each month in its publication series, the *NEGP Monthly*. Printed copies of each of these publications can be obtained free of charge from the National Education Goals Panel. Each publication can also be found on the Goals Panel's Website, **http://www.negp.gov**.

While it is true that the nation still has far to go before achieving the challenging targets set in the National Education Goals, individual states are making progress that deserves our attention. Their progress should inspire and encourage all states.

2000

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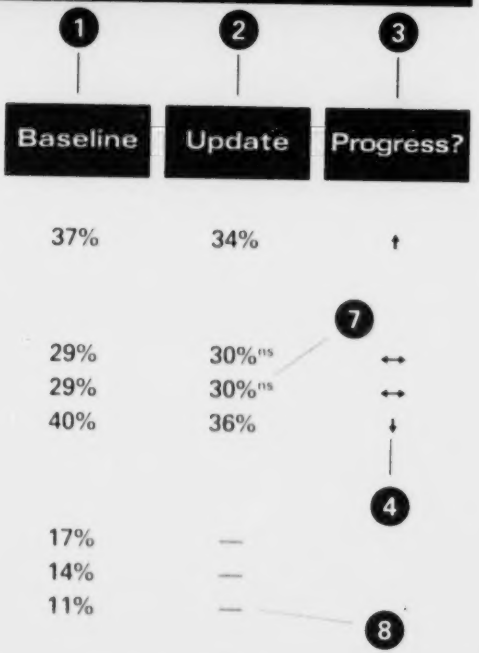
Guide to Reading the U.S. Scorecard



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1. **Children's Health Index:** Has the U.S. reduced the percentage of infants born with 1 or more of 4 health risks? (1990 vs. 1996)

6. **Reading Achievement:** Has the U.S. increased the percentage of students who meet the Goals Panel's performance standard in reading? (1992 vs. 1994)
   - Grade 4
   - Grade 8
   - Grade 12

10. **History Achievement:** Has the U.S. increased the percentage of students who meet the Goals Panel's performance standard in U.S. history? (1994)
    - Grade 4
    - Grade 8
    - Grade 12

6

1 Data in this column represent our starting points. Baselines were established as close as possible to 1990, the year that the National Education Goals were adopted.

2 Data in this column represent our current level of performance and are the most recent data available.

3 Progress represents progress from the baseline year to the most recent update year.

4 Progress is shown by an arrow. Arrows that point upward indicate that we have made progress. Arrows that point downward indicate that we have fallen further behind. Horizontal arrows indicate that performance has not changed or that the change was not statistically significant. (See Appendix A for an explanation of statistical significance.)

5 The source of the data and any technical notes for each national indicator are referenced by this number in Appendix A.

6 The date(s) in parentheses indicates the year(s) in which data were collected for the national indicator. If there are two dates, the first indicates the baseline year and the second indicates the most recent year in which data were collected.

7 ns means that a change from the baseline year to the most recent year was not statistically significant. (See Appendix A for an explanation of statistical significance.)

8 — means data not available.

UNITED STATES

	Baseline	Update	Progress?
GOAL 1 Ready to Learn			
1. **Children's Health Index**: Has the U.S. reduced the percentage of infants born with 1 or more of 4 health risks? (1990 vs. 1996)	37%	34%	↑
2. **Immunizations**: Has the U.S. increased the percentage of 2-year-olds who have been fully immunized against preventable childhood diseases? (1994 vs. 1997)	75%	78%	↑
3. **Family-Child Reading and Storytelling**: Has the U.S. increased the percentage of 3- to 5-year-olds whose parents read to them or tell them stories regularly? (1993 vs. 1996)	66%	72%	↑
4. **Preschool Participation**: Has the U.S. reduced the gap (in percentage points) in preschool participation between 3- to 5-year-olds from high- and low-income families? (1991 vs. 1996)	28 points	29 points[ns]	↔
GOAL 2 School Completion			
5. **High School Completion**: Has the U.S. increased the percentage of 18- to 24-year-olds who have a high school credential? (1990 vs. 1997)	86%	86%	↔
GOAL 3 Student Achievement and Citizenship			
6. **Reading Achievement**: Has the U.S. increased the percentage of students who meet the Goals Panel's performance standard in reading? (1992 vs. 1994)			
• Grade 4	29%	30% [ns]	↔
• Grade 8	29%	30% [ns]	↔
• Grade 12	40%	36%	↓
7. **Writing Achievement**: Has the U.S. increased the percentage of students who can produce basic, extended, developed, or elaborated responses to narrative writing tasks? (1992)			
• Grade 4	55%	—	
• Grade 8	78%	—	
• Grade 12	—	—	

— *Data not available.*

ns *Interpret with caution. Change was not statistically significant.*

UNITED STATES

	Baseline	Update	Progress?
GOAL 3 Student Achievement and Citizenship (continued)			
8. Mathematics Achievement: Has the U.S. increased the percentage of students who meet the Goals Panel's performance standard in mathematics? (1990 vs. 1996)			
• Grade 4	13%	21%	↑
• Grade 8	15%	24%	↑
• Grade 12	12%	16%	↑
9. Science Achievement: Has the U.S. increased the percentage of students who meet the Goals Panel's performance standard in science? (1996)			
• Grade 4	29%	—	
• Grade 8	29%	—	
• Grade 12	21%	—	
10. History Achievement: Has the U.S. increased the percentage of students who meet the Goals Panel's performance standard in U.S. history? (1994)			
• Grade 4	17%	—	
• Grade 8	14%	—	
• Grade 12	11%	—	
11. Geography Achievement: Has the U.S. increased the percentage of students who meet the Goals Panel's performance standard in geography? (1994)			
• Grade 4	22%	—	
• Grade 8	28%	—	
• Grade 12	27%	—	
GOAL 4 Teacher Education and Professional Development			
12. Teacher Preparation: Has the U.S. increased the percentage of secondary school teachers who hold an undergraduate or graduate degree in their main teaching assignment? (1991 vs. 1994)	66%	63%	↓
13. Teacher Professional Development: Has the U.S. increased the percentage of teachers reporting that they participated in professional development programs on 1 or more topics since the end of the previous school year? (1994)	85%	—	

— *Data not available*

UNITED STATES

	Baseline	Update	Progress?
GOAL 5 Mathematics and Science			
14. International Mathematics Achievement: Has the U.S. improved its standing on international mathematics assessments? (1995)			
• Grade 4		7 out of 25 countries scored above the U.S.	
• Grade 8		20 out of 40 countries scored above the U.S.	
• Grade 12		14 out of 20 countries scored above the U.S.	
15. International Science Achievement: Has the U.S. improved its standing on international science assessments? (1995)			
• Grade 4		1 out of 25 countries scored above the U.S.	
• Grade 8		9 out of 40 countries scored above the U.S.	
• Grade 12		11 out of 20 countries scored above the U.S.	
16. Mathematics and Science Degrees: Has the U.S. increased mathematics and science degrees (as a percentage of all degrees) awarded to:			
• all students? (1991 vs. 1995)	39%	42%	↑
• minorities (Blacks, Hispanics, American Indians/Alaskan Natives)? (1991 vs. 1995)	39%	40%	↑
• females? (1991 vs. 1995)	35%	37%	↑
GOAL 6 Adult Literacy and Lifelong Learning			
17. Adult Literacy: Has the U.S. increased the percentage of adults who score at or above Level 3 in prose literacy? (1992)	52%	—	
18. Participation in Adult Education: Has the U.S. reduced the gap (in percentage points) in adult education participation between adults who have a high school diploma or less, and those who have additional postsecondary education or technical training? (1991 vs. 1995)	27 points	32 points	↓
19. Participation in Higher Education: Has the U.S. reduced the gap (in percentage points) between White and Black high school graduates who:			
• enroll in college? (1990 vs. 1996)	14 points	11 points[ns]	↔
• complete a college degree? (1992 vs. 1997)	16 points	21 points	↓
Has the U.S. reduced the gap (in percentage points) between White and Hispanic high school graduates who:			
• enroll in college? (1990 vs. 1996)	11 points	9 points[ns]	↔
• complete a college degree? (1992 vs. 1997)	15 points	17 points[ns]	↔

— *Data not available*

ns *Interpret with caution. Change was not statistically significant.*

UNITED STATES

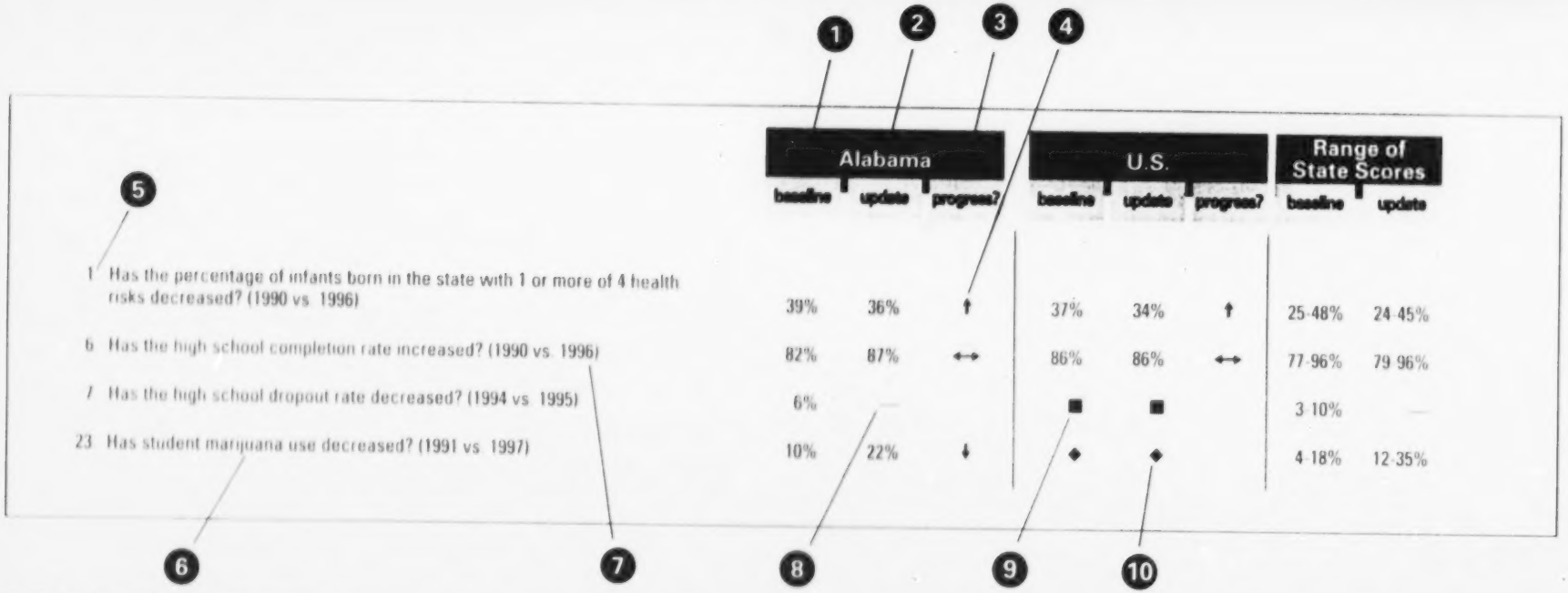
	Baseline	Update	Progress?
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools			
20. Overall Student Drug and Alcohol Use: Has the U.S. reduced the percentage of 10th graders reporting doing the following during the previous year:			
• using any illicit drug? (1991 vs. 1997)	24%	40%	↓
• using alcohol? (1993 vs. 1997)	63%	65% ns	↔
21. Sale of Drugs at School: Has the U.S. reduced the percentage of 10th graders reporting that someone offered to sell or give them an illegal drug at school during the previous year? (1992 vs. 1997)	18%	33%	↓
22. Student and Teacher Victimization: Has the U.S. reduced the percentages of students and teachers reporting that they were threatened or injured at school during the previous year?			
• 10th grade students (1991 vs. 1997)	40%	33%	↑
• public school teachers (1991 vs. 1994)	10%	15%	↓
23. Disruptions in Class by Students: Has the U.S. reduced the percentages of students and teachers reporting that student disruptions interfere with teaching and learning?			
• 10th grade students (1992 vs. 1997)	17%	18% ns	↔
• secondary school teachers (1991 vs. 1994)	37%	46%	↓
GOAL 8 Parental Participation			
24. Schools' Reports of Parent Attendance at Parent-Teacher Conferences: Has the U.S. increased the percentage of K-8 public schools which reported that more than half of their parents attended parent-teacher conferences during the school year? (1996)	78%	—	
25. Schools' Reports of Parent Involvement in School Policy Decisions: Has the U.S. increased the percentage of K-8 public schools which reported that parent input is considered when making policy decisions in three or more areas? (1996)	41%	—	
26. Parents' Reports of Their Involvement in School Activities: Has the U.S. increased the percentage of students in Grades 3-12 whose parents reported that they participated in two or more activities in their child's school during the current school year? (1993 vs. 1996)	63%	62% ns	↔

— *Data not available.*
ns *Interpret with caution. Change was not statistically significant.*

2000

1998

Guide to Reading the State Pages



1 Data in this column represent our starting points. Baselines were established as close as possible to 1990, the year that the National Education Goals were adopted.

2 Data in this column represent our current level of performance and are the most recent data available.

3 Progress represents progress from the baseline year to the most recent update year.

4 Progress is shown by an arrow. Arrows that point upward indicate that we have made progress. Arrows that point downward indicate that we have fallen further behind. Horizontal arrows indicate that performance has not changed or that the change was not statistically significant. (See Appendix A for an explanation of statistical significance.)

5 The source of the data and any technical notes for each state indicator are referenced by this number in Appendix B.

6 A fuller description of the state indicators is provided on pages 15-17.

7 The date(s) in parentheses indicates the year(s) in which data were collected for the state indicator. If there are two dates, the first indicates the baseline year and the second indicates the most recent year in which data were collected.

8 — means data not available.

9 ■ means that comparable national data are not available.

10 ◆ means that indicators are not the same at the national and state levels.

Guide to Reading the State Pages (continued)

Indicators for the state pages are based on comparable state data collected by federal agencies such as the National Center for Education Statistics, the National Center for Health Statistics, and the Centers for Disease Control and Prevention. The state pages do not include all Goal-related data that a state may collect.

The state indicators are:

Goal 1: Ready to Learn

1. **Children's Health Index**: Has the state reduced the percentage of infants born with one or more of four health risks? (1990 vs. 1996)

2. **Immunizations**: Has the state increased the percentage of 2-year-olds who have been fully immunized against preventable childhood diseases? (1994 vs. 1997)

3. **Low Birthweight**: Has the state reduced the percentage of infants born at low birthweight, defined as less than 5.5 pounds? (1990 vs. 1996)

4. **Early Prenatal Care**: Has the state increased the percentage of mothers who began receiving prenatal care during their first trimester of pregnancy? (1990 vs. 1996)

5. **Preschool Programs for Children with Disabilities**: Has the state increased the number of children with disabilities participating in preschool, per 1,000 3- to 5-year-olds? (1991 vs. 1997)

Goal 2: School Completion

6. **High School Completion Rates**: Has the state increased the percentage of 18- to 24-year-olds who have a high school credential? (1990 vs. 1996)

7. **High School Dropout Rates**: Has the state reduced the percentage of students in Grades 9-12 who leave school without completing a recognized secondary program? (1992 vs. 1995)

Goal 3: Student Achievement and Citizenship

8. **Reading Achievement**: Has the state increased the percentage of public school students who meet the Goals Panel's performance standard in reading in Grade 4? (1992 vs. 1994)

9. **Mathematics Achievement**: Has the state increased the percentage of public school students who meet the Goals Panel's performance standard in mathematics in Grade 4 (1992 vs. 1996) and Grade 8 (1990 vs. 1996)?

10. **Science Achievement**: Has the state increased the percentage of public school students who meet the Goals Panel's performance standard in science in Grade 8? (1996)

11. **Advanced Placement Performance**: Has the state increased the number of Advanced Placement examinations (per 1,000 11th and 12th graders) receiving a grade of 3 or higher? (1991 vs. 1998)

Goal 4: Teacher Education and Professional Development

12. **Teacher Preparation**: Has the state increased teacher preparation, as measured by the percentage of public secondary school teachers who hold:
    - an undergraduate or graduate degree in their main teaching assignment? (1991 vs. 1994)
    - a teaching certificate in their main teaching assignment? (1991 vs. 1994)

Guide to Reading the State Pages (continued)

13. **Teacher Professional Development**: Has the state increased the professional development opportunities of teachers, as measured by the percentage of public school teachers reporting that they participated in in-service or professional development programs on 1 or more topics since the end of the previous school year? (1994)

14. **Preparation to Teach Limited English Proficient (LEP) Students**: Has the state increased the percentage of public school teachers with training to teach limited English proficient students? (1994)

15. **Teacher Support**: Has the state increased the percentage of public school teachers who report that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a master or mentor teacher? (1991 vs. 1994)

Goal 5: Mathematics and Science

16. **International Mathematics and Science Achievement**: Has the state reduced the number of countries that would be expected to outperform its public school students in:
    - Grade 8 mathematics achievement? (1996)
    - Grade 8 science achievement? (1996)

17. **Mathematics Instructional Practices**: Has the state increased the percentage of public school 8th graders whose mathematics teachers report that they do the following in mathematics class:
    - have students work in small groups or with a partner at least once a week? (1996)
    - address algebra and functions a lot? (1996)
    - address reasoning and analytical ability a lot? (1996)

18. **Mathematics Resources**: Has the state increased the percentage of public school 8th graders whose mathematics teachers report that they have computers available in their mathematics classrooms? (1996)

19. **Mathematics and Science Degrees**: Has the state increased the percentage of degrees awarded in mathematics and science to:
    - all students? (1991 vs. 1995)
    - minorities (Blacks, Hispanics, American Indians/Alaskan Natives)? (1991 vs. 1995)
    - females? (1991 vs. 1995)

Goal 6: Adult Literacy and Lifelong Learning

20. **Adult Literacy**: Has the state increased the percentage of adults who score at or above Level 3 in prose literacy? (1992)

21. **Voter Registration and Voting**: Has the state increased the percentage of U.S. citizens who reported that they:
    - registered to vote? (1988 vs. 1996)
    - voted? (1988 vs. 1996)

22. **Participation in Higher Education**: Has the state increased the percentage of high school graduates in the state who immediately enroll in 2-year or 4-year colleges in any state? (1992 vs. 1996)

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

23. **Student Marijuana Use**: Has the state reduced the percentage of public high school students who reported using marijuana at least once during the past 30 days? (1991 vs. 1997)

Guide to Reading the State Pages (continued)

24. **Student Alcohol Use**: Has the state reduced the percentage of public high school students who reported having five or more drinks in a row at least once during the past 30 days? (1991 vs. 1997)

25. **Availability of Drugs on School Property**: Has the state reduced the availability of drugs on school property, as measured by the percentage of public high school students reporting that someone offered, sold, or gave them an illegal drug on school property during the past 12 months? (1993 vs. 1997)

26. **Student Victimization**: Has the state reduced student victimization, as measured by the percentage of public high school students reporting that they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months? (1993 vs. 1997)

27. **Physical Fights**: Has the state reduced the percentage of public high school students reporting that they were in a physical fight on school property at least once during the past 12 months? (1993 vs. 1997)

28. **Carrying a Weapon**: Has the state reduced the percentage of public high school students reporting that they carried a weapon such as a gun, knife, or club on school property at least once during the past 30 days? (1993 vs. 1997)

29. **Student Safety**: Has the state reduced the percentage of students reporting that they did not go to school at least once during the past 30 days because they did not feel safe? (1993 vs. 1997)

30. **Teacher Victimization**: Has the state reduced teacher victimization, as measured by the percentage of public school teachers reporting that they were threatened or physically attacked by a student from their school during the past 12 months? (1994)

31. **Disruptions in Class by Students**: Has the state reduced disruptions in class by students, as measured by the percentage of public secondary school teachers reporting that student disruptions interfere with their teaching? (1991 vs. 1994)

Goal 8: Parental Participation

32. **Parental Involvement in Schools**: Has the state increased parental involvement in schools, as measured by a reduction in the percentage of teachers and principals reporting that lack of parental involvement in their school is a serious problem?
    - public school teachers (1991 vs. 1994)
    - public school principals (1991 vs. 1994)

33. **Influence of Parent Associations**: Has the state increased parental involvement in schools, as measured by the percentage of public school principals reporting that the parent association in their school has influence in one or more of three areas of school policy? (1991 vs. 1994)

ALABAMA

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	Alabama			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 1 Ready to Learn								
1 Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1996)	39%	36%	↑	37%	34%	↑	25-48%	24-45%
2 Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)	75%	86%	↑	75%	78%	↑	61-88%	71-87%
3 Has the percentage of infants born at low birthweight decreased? (1990 vs. 1996)	8%	9%	↓	7%	7%	↔	5-15%	5-14%
4 Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1996)	73%	82%	↑	76%	82%	↑	47-87%	55-90%
5 Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1997)	41	45	↑	■	■		16-68	15-95
GOAL 2 School Completion								
6 Has the high school completion rate increased? (1990 vs. 1996)	82%	86%	↔	86%	86%	↔	77-96%	79-95%
7 Has the high school dropout rate decreased? (1994 vs. 1995)	6%	6%	↔	■	■		3-10%	2-11%
GOAL 3 Student Achievement and Citizenship								
8 Has reading achievement improved in Grade 4? (1992 vs. 1994)	20%	23%	↔	29%	30%	↔	8-38%	8-41%
9 Has mathematics achievement improved								
• in Grade 4? (1992 vs. 1996)	10%	11%	↔	18%	21%	↑	5-27%	3-31%
• in Grade 8? (1990 vs. 1996)	9%	12%	↔	15%	24%	↑	1-27%	5-34%
10 Has science achievement improved in Grade 8? (1996)	18%	—		29%	—		5-41%	—

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution: Change does not statistically signify sig.nt.*

■ Comparable national data are not available.

— Data not available.

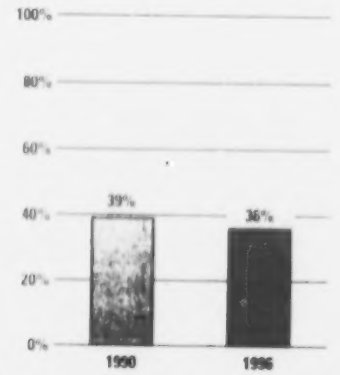
Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.

* See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

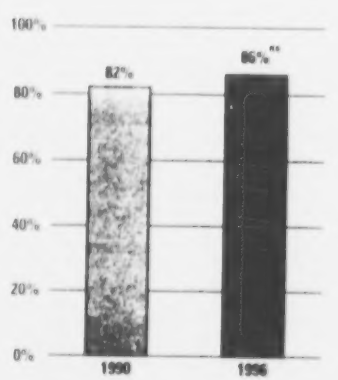
See Appendix B for technical notes and sources.

Children's Health Index
Percentage of infants born with 1 or more of 4 health risks[1] (Indicator 1)



1 Risks are: late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



1 Does not include those still in high school.

2 Includes traditional high school diploma and alternative credential.

ns Interpret with caution: Change was not statistically significant.

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	Alabama			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)								
11. Has the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1998)	32	45	↑	55	88	↑	9-177	19-235
GOAL 4 Teacher Education and Professional Development								
12. Has the percentage of public secondary school teachers who hold								
• a degree in their main teaching assignment increased? (1991 vs. 1994)	70%	63%	↓	66%	63%	↓	51-85%	50-81%
• a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)	98%	96%	←→	94%	93%	↓	91-100%	89-100%
13. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)	86%	—		85%	—		76-98%	—
14. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)	4%	—		16%	—		4-81%	—
15. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)	25%	23%	←→	22%	27%	↑	6-42%	7-48%
GOAL 5 Mathematics and Science								
16. Has the state's international standing improved in								
• Grade 8 mathematics achievement? (1996)	30 out of 40 countries would be expected to score above Alabama			20 out of 40 countries scored above the U.S.			6-38 countries	—
• Grade 8 science achievement? (1996)	19 out of 40 countries would be expected to score above Alabama			9 out of 40 countries scored above the U.S.			1-38 countries	—

KEY

↑ Significantly better

↓ Significantly worse

←→ Interpret with caution. Change was not statistically significant *

— Data not available.

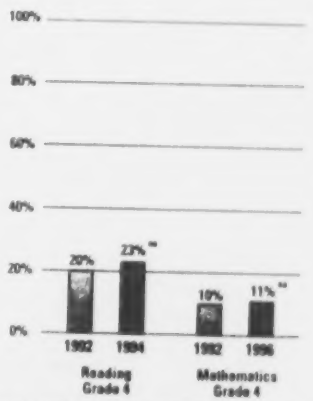
* See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)

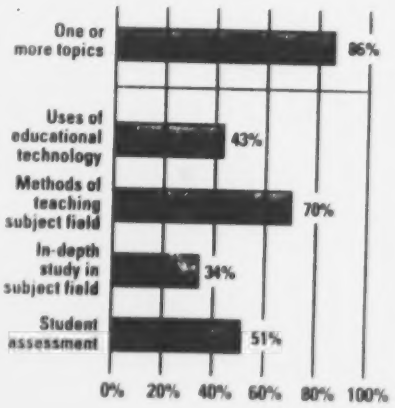


[1] A complete description of the performance standard can be found in Appendix B.

** Interpret with caution. Change was not statistically significant.

Professional Development

Percentage of public school teachers participating in professional development programs on the following topics,[1] 1994 (Indicator 13)



[1] Since the end of the previous school year.

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	Alabama			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 5 Mathematics and Science (continued)								
17 Has the percentage of public school 8th graders whose mathematics teachers report that they								
• have students work in small groups or with a partner increased? (1996)	50%	—		66%	—		45-92%	—
• address algebra and functions increased? (1996)	52%	—		57%	—		45-82%	—
• address reasoning and analytical ability increased? (1996)	39%	—		52%	—		39-64%	—
18 Has the percentage of public school 8th graders who have computers available in their mathematics classrooms increased? (1996)	33%	—		30%	—		7-54%	—
19 Has the percentage of degrees awarded in mathematics and science to								
• all students increased? (1991 vs. 1995)	34%	38%	↑	39%	42%	↑	25-49%	15-53%
• minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1995)	40%	37%	↓	39%	40%	↑	22-64%	22-57%
• female students increased? (1991 vs. 1995)	30%	34%	↑	35%	37%	↑	23-46%	13-47%
GOAL 6 Adult Literacy and Lifelong Learning								
20 Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)	—	—		52%	—		46-77%	—
21 Has the percentage of U.S. citizens who report that they								
• registered to vote increased? (1988 vs. 1996)	74%	75%	↔	70%	71%	↑	58-95%	61-91%
• voted increased? (1988 vs. 1996)	57%	56%	↔	61%	58%	↓	50-74%	47-69%
22 Has postsecondary enrollment increased? (1992 vs. 1996)	56%	61%	↑	◆	◆		33-68%	40-73%

KEY

↑ Significantly better

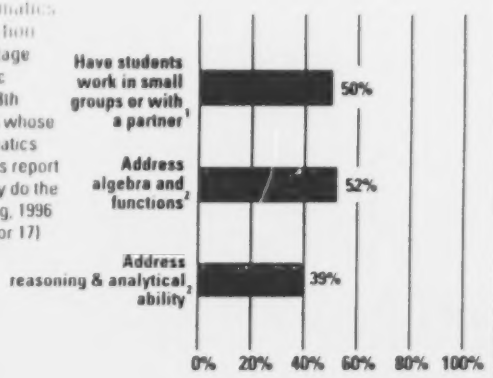
↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant ❖

◆ Indicators are not the same at the national and state levels
— Data not available
❖ See pages 243-244 for an explanation of statistical significance
See pages 14-17 for a Guide to Reading the State Pages
See Appendix B for technical notes and sources

Mathematics Instruction

Percentage of public school 8th graders whose mathematics teachers report that they do the following, 1996 (Indicator 17)



1 At least once a week
2 On a 4-point scale from "none" to "a lot," defined as a response to the top point

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ALABAMA

	Alabama			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 7 Safe, Disciplined and Alcohol and Drug-free Schools								
23 Has student marijuana use decreased? (1991 vs. 1997)	10%	22%	↓	◆	◆		4-18%	12-35%
24 Has student alcohol use (5 or more drinks in a row) decreased? (1991 vs. 1997)	30%	29%	↔	◆	◆		17-43%	11-45%
25 Has the availability of drugs on school property decreased? (1993 vs. 1997)	18%	29%	↓	◆	◆		11-31%	15-42%
26 Has the percentage of students threatened or injured with a weapon while on school property decreased? (1995 vs. 1997)	9%	8%	↔	◆	◆		4-11%	5-13%
27 Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1997)	14%	14%	↔	◆	◆		13-39%	11-34%
28 Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1997)	13%	11%	↔	◆	◆		8-18%	5-17%
29 Has the percentage of students who do not feel safe at school decreased? (1995 vs. 1997)	6%	6%	↔	◆	◆		3-16%	3-13%
30 Has teacher victimization decreased? (1994)	14%			15%			8-26%	
31 Have student disruptions that interfere with teaching decreased? (1991 vs. 1994)	40%	54%	↓	37%	46%	↓	23-60%	33-65%
GOAL 8 Parental Participation								
32 Has the percentage of schools with minimal parental involvement decreased, according to								
• public school teachers? (1991 vs. 1994)	31%	32%	↔	◆	◆		9-44%	13-50%
• public school principals? (1991 vs. 1994)	15%	17%	↔	◆	◆		4-22%	3-27%
33 Has the influence of parent associations on school policy increased? (1991 vs. 1994)	14%	21%	↔	◆	◆		8-37%	12-50%

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution: Change was not statistically significant *

◆ Indicators are not the same at the national and state levels

Data not available

* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.

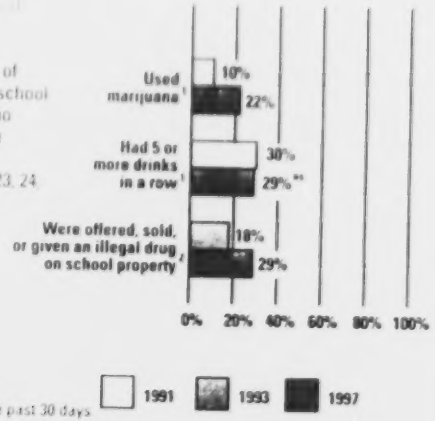
* See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.

Alcohol- and Drug-free Schools

Percentage of public high school students who reported the following (Indicators 23, 24, & 25)



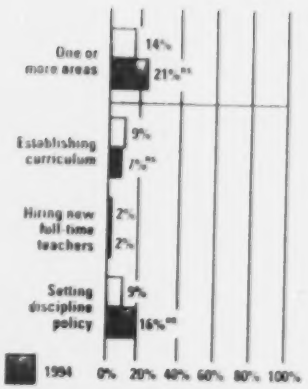
[1] During the past 30 days.

[2] During the past 12 months.

ns Interpret with caution: Change was not statistically significant.

Parent-School Partnerships

Percentage of public school principals who reported that the parent associations in their schools have influence[1] on the following areas of school policy (Indicator 33)



[1] On a 6-point scale from "no influence" to a "great deal of influence," defined as a response to the top two points.

ns Interpret with caution: Change was not statistically significant.

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	Alaska			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 1 Ready to Learn								
1 Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1996)	37%	38%	↔	37%	34%	↑	25-48%	24-45%
2 Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)	73%	77%	↔	75%	78%	↑	61-88%	71-87%
3 Has the percentage of infants born at low birthweight decreased? (1990 vs. 1996)	5%	5%	↔	7%	7%	↔	5-15%	5-14%
4 Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1996)	80%	81%	↑	76%	82%	↑	47-87%	55-90%
5 Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1997)	44	59	↑	■	■		16-68	15-95
GOAL 2 School Completion								
6 Has the high school completion rate increased? (1990 vs. 1996)	89%	85%	↓ ns	86%	86%	↓ ns	77-96%	79-95%
7 Has the high school dropout rate decreased? (1992 vs. 1995)	—	—		■	■		3-12%	2-11%
GOAL 3 Student Achievement and Citizenship								
8 Has reading achievement improved in Grade 4? (1992 vs. 1994)	—	—		29%	30%	↓ ns	8-38%	8-41%
9 Has mathematics achievement improved								
• in Grade 4? (1996)	21%	—		21%	—		3-31%	—
• in Grade 8? (1996)	30%	—		24%	—		5-34%	—
10 Has science achievement improved in Grade 8? (1996)	31%	—		29%	—		5-41%	—

KEY

↑ Significantly better

↓ Significantly worse

Interpret with caution. Change was not statistically significant ns

■ Comparable national data are not available.

— Data not available.

Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.

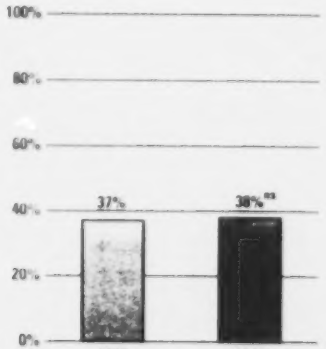
ns See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.

Children Ready to Learn

Percentage of infants born with 1 or more of 4 health risks[1] (Indicator 1)

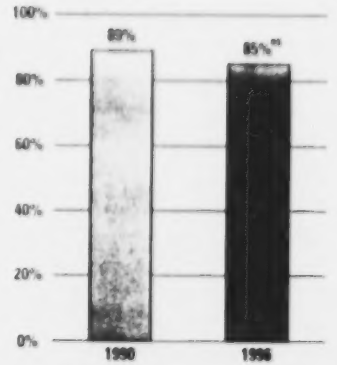


[1] Risks are: late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

ns Interpret with caution. Change was not statistically significant.

High School Completion

Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.

[2] Includes traditional high school diploma and alternative credential.

ns Interpret with caution. Change was not statistically significant.

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ALASKA

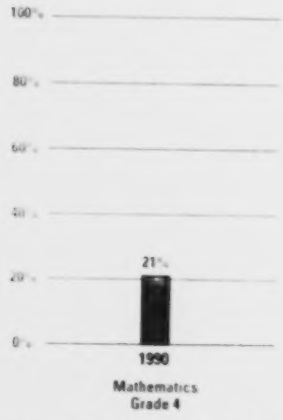
	Alaska			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)								
11 Has the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1998)	56	90	↑	55	88	↑	9-177	19-235
GOAL 4 Teacher Education and Professional Development								
12 Has the percentage of public secondary school teachers who hold								
• a degree in their main teaching assignment increased? (1991 vs. 1994)	60%	64%	• •	66%	63%	↓	51-85%	50-81%
• a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)	91%	92%	• •	94%	93%	↓	91-100%	89-100%
13 Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)	90%			85%			76-98%	
14 Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)	33%			16%			4-81%	
15 Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)	15%	12%	• •	22%	27%	↑	6-42%	7-48%
GOAL 5 Mathematics and Science								
16 Has the state's international standing improved in								
• Grade 8 mathematics achievement? (1996)	8 out of 40 countries would be expected to score above Alaska			20 out of 40 countries scored above the U.S.			6-38 countries	
• Grade 8 science achievement? (1996)	3 out of 40 countries would be expected to score above Alaska			9 out of 40 countries scored above the U.S.			1-38 countries	

KEY

↑ Significantly better

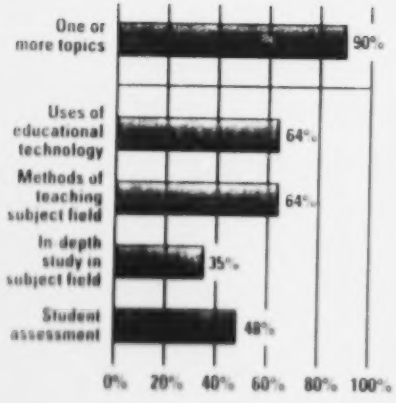
↓ Significantly worse

• • Changed by less than 1 percentage point or change not statistically significant



Student Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)

[1] A complete description of the performance standard can be found in Appendix B



Professional Development
Percentage of public school teachers participating in professional development programs on the following topics[1] 1994 (Indicator 13)

[1] Since the end of the previous school year

* Based on sample
** See pages 241-244 for explanation of statistical significance
See pages 14-17 for a guide to Reading the State Pages
See Appendix B for technical notes and sources

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ALASKA

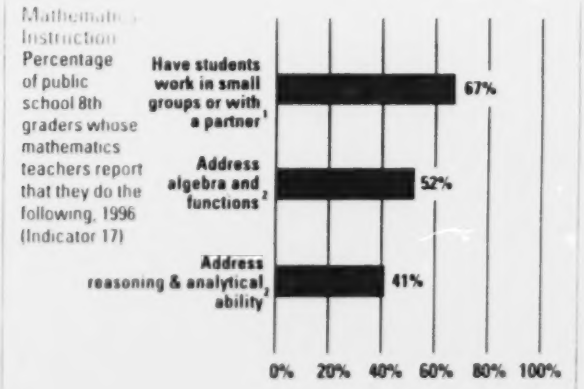
	Alaska			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 5 Mathematics and Science (continued)								
17 Has the percentage of public school 8th graders whose mathematics teachers report that they								
• have students work in small groups or with a partner increased? (1996)	67%	—		66%	—		45-92%	—
• address algebra and functions increased? (1996)	52%	—		57%	—		45-82%	—
• address reasoning and analytical ability increased? (1996)	41%	—		52%	—		39-64%	—
18 Has the percentage of public school 8th graders who have computers available in their mathematics classrooms increased? (1996)	50%	—		30%	—		7-54%	—
19 Has the percentage of degrees awarded in mathematics and science to								
• all students increased? (1991 vs. 1995)	34%	34%	↔	39%	42%	↑	25-49%	15-53%
• minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1995)	34%	25%	↓	39%	40%	↑	22-64%	22-57%
• female students increased? (1991 vs. 1995)	28%	26%	↓	35%	37%	↑	23-46%	13-47%
GOAL 6 Adult Literacy and Lifelong Learning								
20 Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)	—	—		52%	—		46-77%	—
21 Has the percentage of U.S. citizens who report that they								
• registered to vote increased? (1988 vs. 1996)	73%	77%	↔	70%	71%	↑	58-95%	61-91%
• voted increased? (1988 vs. 1996)	62%	60%	↔	61%	58%	↓	50-74%	47-69%
22 Has postsecondary enrollment increased? (1992 vs. 1996)	39%	41%	↑	◆	◆		33-68%	40-73%

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant ◆



[1] At least once a week.

[2] On a 4 point scale from "none" to "a lot," defined as a response to the top point.

• Indicators are not the same at the national and state levels.
◆ Data not available.
See pages 243-244 for an explanation of statistical significance.
See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

ALASKA

	Alaska			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools								
23 Has student marijuana use decreased? (1995)	29%	—		◆	◆		7-32%	—
24 Has student alcohol use (5 or more drinks in a row) decreased? (1995)	31%	—		◆	◆		13-43%	—
25 Has the availability of drugs on school property decreased? (1995)	34%	—		◆	◆		20-46%	—
26 Has the percentage of students threatened or injured with a weapon while on school property decreased? (1995)	9%	—		◆	◆		4-11%	—
27 Has the percentage of students involved in physical fights on school property decreased? (1995)	17%	—		◆	◆		12-19%	—
28 Has the percentage of students carrying weapons on school property decreased? (1995)	12%	—		◆	◆		7-14%	—
29 Has the percentage of students who do not feel safe at school decreased? (1995)	4%	—		◆	◆		3-16%	—
30 Has teacher victimization decreased? (1994)	17%	—		15%	—		8-26%	—
31 Have student disruptions that interfere with teaching decreased? (1991 vs. 1994)	35%	46%	↓	37%	46%	↓	23-60%	33-65%
GOAL 8 Parental Participation								
32 Has the percentage of schools with minimal parental involvement decreased, according to								
• public school teachers? (1991 vs. 1994)	25%	32%	↓	◆	◆		9-44%	13-50%
• public school principals? (1991 vs. 1994)	20%	22%	↔	◆	◆		4-22%	3-27%
33 Has the influence of parent associations on school policy increased? (1991 vs. 1994)	27%	43%	↑	◆	◆		8-37%	12-50%

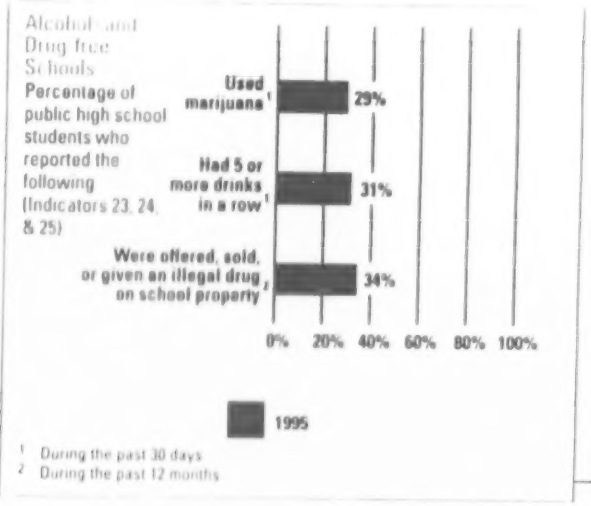
KEY

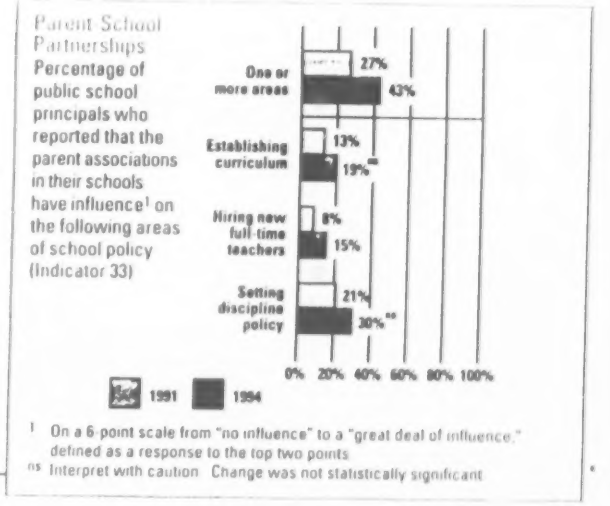
↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant.*

◆ Indicators are not the same at the national and state levels.
— Data not available.
Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
* See pages 243-244 for an explanation of statistical significance.
See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.





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ARIZONA

	Arizona			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 1 Ready to Learn								
1 Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1996)	37%	32%	↑	37%	34%	↑	25-48%	24-45%
2 Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)	77%	75%	↔	75%	78%	↑	61-88%	71-87%
3 Has the percentage of infants born at low birthweight decreased? (1990 vs. 1996)	6%	7%	↓	7%	7%	↔	5-15%	5-14%
4 Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1996)	68%	74%	↑	76%	82%	↑	47-87%	55-90%
5 Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1997)	25	38	↑	■	■		16-68	15-95
GOAL 2 School Completion								
6 Has the high school completion rate increased? (1990 vs. 1996)	83%	85%	↔	86%	86%	↔	77-96%	79-95%
7 Has the high school dropout rate decreased? (1992)	11%	—		■	■		3-12%	—
GOAL 3 Student Achievement and Citizenship								
8 Has reading achievement improved in Grade 4? (1992 vs. 1994)	21%	24%	↔	29%	30%	↔	8-38%	8-41%
9 Has mathematics achievement improved								
• in Grade 4? (1992 vs. 1996)	13%	15%	↔	18%	21%	↑	5-27%	3-31%
• in Grade 8? (1990 vs. 1996)	13%	18%	↑	15%	24%	↑	1-27%	5-34%
10 Has science achievement improved in Grade 8? (1996)	23%	—		29%	—		5-41%	—

KEY

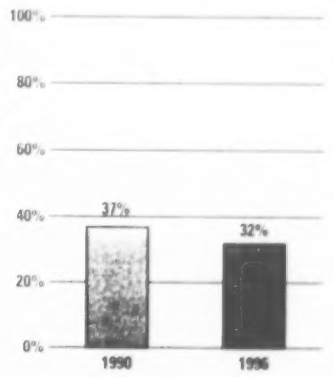
↑ Significantly better

↓ Significantly worse

↔ Interpret with caution: Change was not statistically significant *

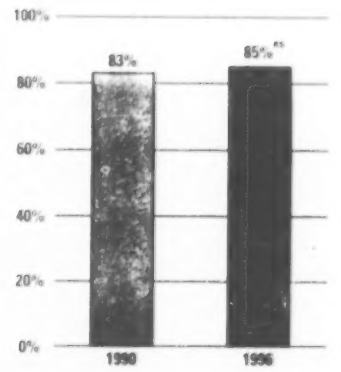
■ Comparable national data are not available.
— Data not available.
1 Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
* See pages 243-244 for an explanation of statistical significance.
See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

Children's Health Index
Percentage of infants born with 1 or more of 4 health risks[1] (Indicator 1)



1 Risks are: late (in third trimester) or no prenatal care; low maternal weight gain (less than 21 pounds); mother smoked during pregnancy; or mother drank alcohol during pregnancy.

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



1 Does not include those still in high school.
2 Includes traditional high school diploma and alternative credential.
** Interpret with caution: Change was not statistically significant.

ARIZONA

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	Arizona			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)								
11 Has the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1998)	43	64	↑	55	88	↑	9-177	19-235
GOAL 4 Teacher Education and Professional Development								
12 Has the percentage of public secondary school teachers who hold								
• a degree in their main teaching assignment increased? (1991 vs. 1994)	63%	58%	↔	66%	63%	↓	51-85%	50-81%
• a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)	96%	95%	↔	94%	93%	↓	91-100%	89-100%
13 Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)	85%	—		85%	—		76-98%	—
14 Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)	40%	—		16%	—		4-81%	—
15 Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)	25%	30%	↑	22%	27%	↑	6-42%	7-48%
GOAL 5 Mathematics and Science								
16 Has the state's international standing improved in								
• Grade 8 mathematics achievement? (1996)	21 out of 40 countries would be expected to score above Arizona			20 out of 40 countries scored above the U.S.			6-38 countries	—
• Grade 8 science achievement? (1996)	10 out of 40 countries would be expected to score above Arizona			9 out of 40 countries scored above the U.S.			1-38 countries	—

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution: Change was not statistically significant *

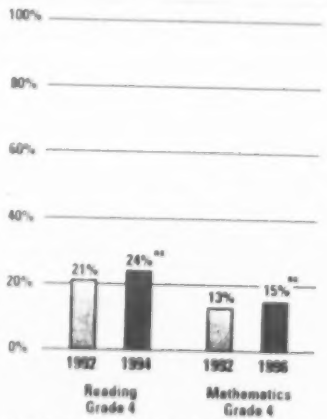
— Data not available

* See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)

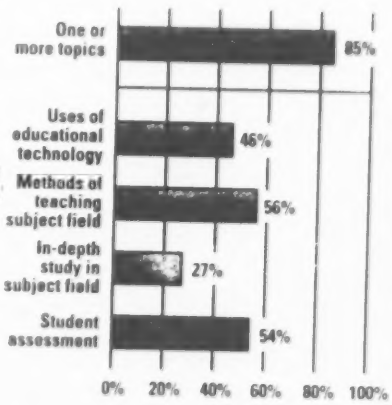


[1] A complete description of the performance standard can be found in Appendix B.

** Interpret with caution: Change was not statistically significant.

Professional Development

Percentage of public school teachers participating in professional development programs on the following topics,[1] 1994 (Indicator 13)



[1] Since the end of the previous school year.

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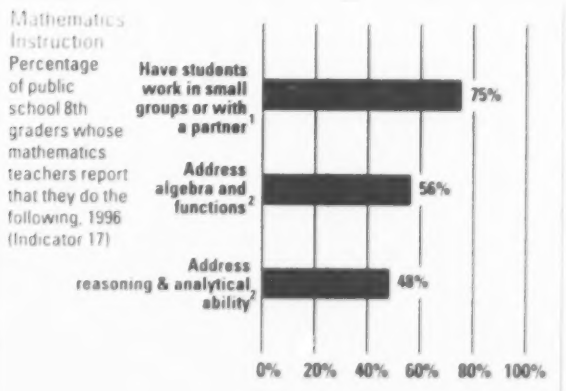
	Arizona			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 5 Mathematics and Science (continued)								
7 Has the percentage of public school 8th graders whose mathematics teachers report that they								
• have students work in small groups or with a partner increased? (1996)	75%	—		66%	—		45-92%	—
• address algebra and functions increased? (1996)	56%	—		57%	—		45-82%	—
• address reasoning and analytical ability increased? (1996)	48%	—		52%	—		39-64%	—
8 Has the percentage of public school 8th graders who have computers available in their mathematics classrooms increased? (1996)	33%	—		30%	—		7-54%	—
9 Has the percentage of degrees awarded in mathematics and science to								
• all students increased? (1991 vs. 1995)	26%	34%	↑	39%	42%	↑	25-49%	15-53%
• minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1995)	22%	30%	↑	39%	40%	↑	22-64%	22-57%
• female students increased? (1991 vs. 1995)	24%	29%	↑	35%	37%	↑	23-46%	13-47%
GOAL 6 Adult Literacy and Lifelong Learning								
10 Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)	—	—		52%	—		46-77%	—
11 Has the percentage of U.S. citizens who report that they								
• registered to vote increased? (1988 vs. 1996)	66%	67%	↔	70%	71%	↑	58-95%	61-91%
• voted increased? (1988 vs. 1996)	57%	54%	↔	61%	58%	↓	50-74%	47-69%
12 Has postsecondary enrollment increased? (1992 vs. 1996)	45%	48%	↑	◆	◆		33-68%	40-73%

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant *



* Indicators are not the same at the national and state levels.
◆ Data not available.
See pages 243-244 for an explanation of statistical significance.
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See Appendix B for technical notes and sources.

1 At least once a week.
2 On a 4-point scale from "none" to "a lot," defined as a response to the top point.

BEST COPY AVAILABLE

	Arizona			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools								
23 Has student marijuana use decreased? (1991 vs. 1997)	—	—		◆	◆		4-18%	12-35%
24 Has student alcohol use (5 or more drinks in a row) decreased? (1991 vs. 1997)	—	—		◆	◆		17-43%	11-45%
25 Has the availability of drugs on school property decreased? (1993 vs. 1997)	—	—		◆	◆		11-31%	15-42%
26 Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993 vs. 1997)	—	—		◆	◆		6-15%	5-13%
27 Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1997)	—	—		◆	◆		13-39%	11-34%
28 Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1997)	—	—		◆	◆		8-18%	5-17%
29 Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1997)	—	—		◆	◆		3-23%	3-13%
30 Has teacher victimization decreased? (1994)	15%	—		15%	—		8-26%	—
31 Have student disruptions that interfere with teaching decreased? (1991 vs. 1994)	40%	46%	↔	37%	46%	↓	23-60%	33-65%
GOAL 8 Parental Participation								
32 Has the percentage of schools with minimal parental involvement decreased, according to								
• public school teachers? (1991 vs. 1994)	36%	37%	↔	◆	◆		9-44%	13-50%
• public school principals? (1991 vs. 1994)	21%	16%	↔	◆	◆		4-22%	3-27%
33 Has the influence of parent associations on school policy increased? (1991 vs. 1994)	20%	32%	↑	◆	◆		8-37%	12-50%

KEY

↑ Significantly better

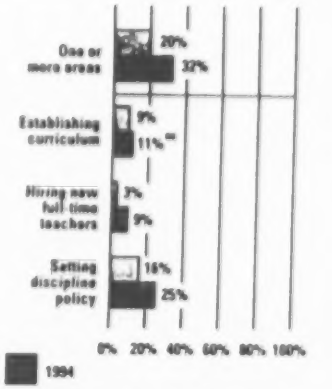
↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant ◆

Indicators are not the same at the national and state levels.
Data not available.
Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
See pages 243-244 for an explanation of statistical significance.
See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

Parent School Partnerships

Percentage of public school principals who reported that the parent associations in their schools have influence[1] on the following areas of school policy (Indicator 33)



1 On a 6-point scale from "no influence" to a "great deal of influence," defined as a response to the top two points.

↔ Interpret with caution. Change was not statistically significant.

BEST COPY AVAILABLE

	Arkansas			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 1 Ready to Learn								
1 Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1996)	42%	41%	↔	37%	34%	↑	25-48%	24-45%
2 Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)	71%	77%	↔	75%	78%	↑	61-88%	71-87%
3 Has the percentage of infants born at low birthweight decreased? (1990 vs. 1996)	8%	8%	↔	7%	7%	↔	5-15%	5-14%
4 Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1996)	71%	75%	↑	76%	82%	↑	47-87%	55-90%
5 Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1997)	45	73	↑	■	■		16-68	15-95
GOAL 2 School Completion								
6 Has the high school completion rate increased? (1990 vs. 1996)	87%	83%	↔	86%	86%	↔	77-96%	79-95%
7 Has the high school dropout rate decreased? (1992 vs. 1995)	4%	5%	↓	■	■		3-12%	2-11%
GOAL 3 Student Achievement and Citizenship								
8 Has reading achievement improved in Grade 4? (1992 vs. 1994)	23%	24%	↔	29%	30%	↔	8-38%	8-41%
9 Has mathematics achievement improved								
• in Grade 4? (1992 vs. 1996)	10%	13%	↔	18%	21%	↑	5-27%	3-31%
• in Grade 8? (1990 vs. 1996)	9%	13%	↑	15%	24%	↑	1-27%	5-34%
10 Has science achievement improved in Grade 8? (1996)	22%	—		29%	—		5-41%	—

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution: Change was not statistically significant*

■ Comparable national data are not available.

— Data not available.

' Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.

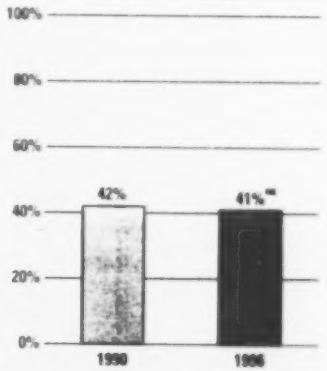
* See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.

Children's Health Index

Percentage of infants born with 1 or more of 4 health risks[1] (Indicator 1)

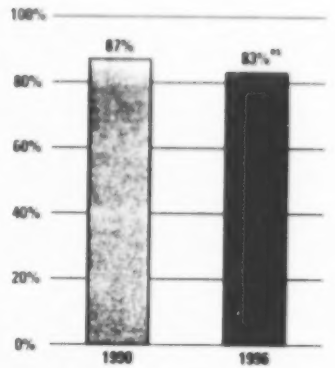


1 Risks are: late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

ns Interpret with caution: Change was not statistically significant.

High School Completion

Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



1 Does not include those still in high school.

2 Includes traditional high school diploma and alternative credential.

ns Interpret with caution: Change was not statistically significant.

BEST COPY AVAILABLE

	Arkansas			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)								
11 Has the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1998)	15	29	↑	55	88	↑	9-177	19-235
GOAL 4 Teacher Education and Professional Development								
12 Has the percentage of public secondary school teachers who hold								
• a degree in their main teaching assignment increased? (1991 vs. 1994)	62%	60%	↔	66%	63%	↓	51-85%	50-81%
• a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)	98%	97%	↔	94%	93%	↓	91-100%	89-100%
13 Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)	84%	—		85%	—		76-98%	—
14 Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)	6%	—		16%	—		4-81%	—
15 Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)	15%	14%	↔	22%	27%	↑	6-42%	7-48%
GOAL 5 Mathematics and Science								
16 Has the state's international standing improved in								
• Grade 8 mathematics achievement? (1996)	27 out of 40 countries would be expected to score above Arkansas			20 out of 40 countries scored above the U.S.			6-38 countries	—
• Grade 8 science achievement? (1996)	13 out of 40 countries would be expected to score above Arkansas			9 out of 40 countries scored above the U.S.			1-38 countries	—

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant *

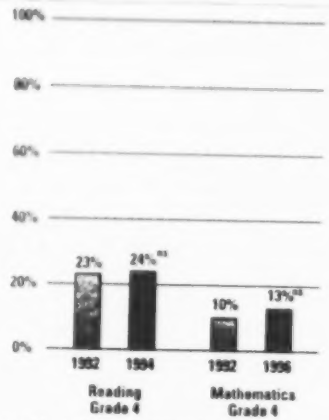
— Data not available

* See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)

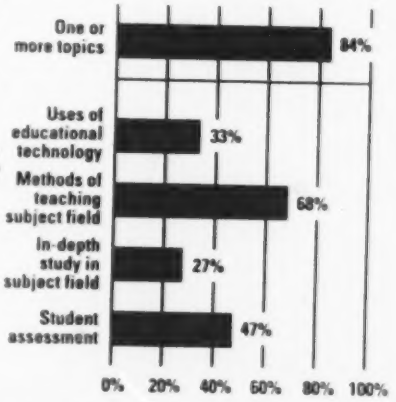


[1] A complete description of the performance standard can be found in Appendix B.

ns Interpret with caution. Change was not statistically significant

Professional Development

Percentage of public school teachers participating in professional development programs on the following topics,[1] 1994 (Indicator 13)



[1] Since the end of the previous school year

ARKANSAS

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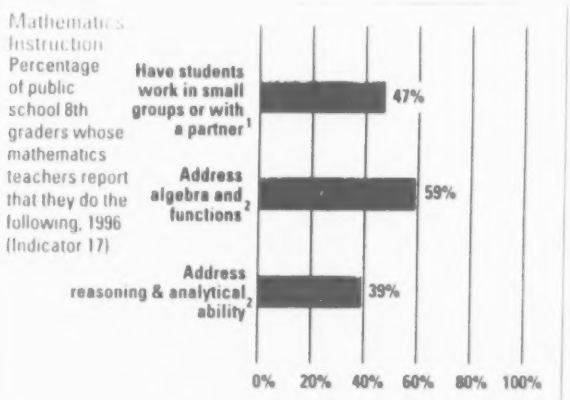
	Arkansas			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 5 Mathematics and Science (continued)								
17 Has the percentage of public school 8th graders whose mathematics teachers report that they								
• have students work in small groups or with a partner increased? (1996)	47%	—		66%	—		45-92%	—
• address algebra and functions increased? (1996)	59%	—		57%	—		45-82%	—
• address reasoning and analytical ability increased? (1996)	39%	—		52%	—		39-64%	—
18 Has the percentage of public school 8th graders who have computers available in their mathematics classrooms increased? (1996)	23%	—		30%	—		7-54%	—
19 Has the percentage of degrees awarded in mathematics and science to								
• all students increased? (1991 vs. 1995)	32%	37%	↑	39%	42%	↑	25-49%	15-53%
• minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1995)	31%	33%	↑	39%	40%	↑	22-64%	22-57%
• female students increased? (1991 vs. 1995)	28%	32%	↑	35%	37%	↑	23-46%	13-47%
GOAL 6 Adult Literacy and Lifelong Learning								
20 Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)	—	—		52%	—		46-77%	—
21 Has the percentage of U.S. citizens who report that they								
• registered to vote increased? (1988 vs. 1996)	68%	65%	↔	70%	71%	↑	58-95%	61-91%
• voted increased? (1988 vs. 1996)	56%	52%	↔	61%	58%	↓	50-74%	47-69%
22 Has postsecondary enrollment increased? (1992 vs. 1996)	46%	51%	↑	◆	◆		33-68%	40-73%

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant *



1 At least once a week

2 On a 4 point scale from "none" to "a lot," defined as a response to the top point

• Indicators are not the same at the national and state levels
— Data not available
* See pages 243-244 for an explanation of statistical significance
See pages 14-17 for a Guide to Reading the State Pages
See Appendix B for technical notes and sources

ARKANSAS

BEST COPY AVAILABLE

	Arkansas			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools								
23 Has student marijuana use decreased? (1995 vs. 1997)	23%	28%	↔	◆	◆		7-32%	12-35%
24 Has student alcohol use (5 or more drinks in a row) decreased? (1995 vs. 1997)	32%	33%	↔	◆	◆		13-43%	11-45%
25 Has the availability of drugs on school property decreased? (1995 vs. 1997)	27%	26%	↔	◆	◆		20-46%	15-42%
26 Has the percentage of students threatened or injured with a weapon while on school property decreased? (1995 vs. 1997)	9%	8%	↔	◆	◆		4-11%	5-13%
27 Has the percentage of students involved in physical fights on school property decreased? (1995 vs. 1997)	17%	15%	↔	◆	◆		12-19%	11-34%
28 Has the percentage of students carrying weapons on school property decreased? (1995 vs. 1997)	11%	12%	↔	◆	◆		7-14%	5-17%
29 Has the percentage of students who do not feel safe at school decreased? (1995 vs. 1997)	5%	5%	↔	◆	◆		3-16%	3-13%
30 Has teacher victimization decreased? (1994)	15%	—		15%	—		8-26%	—
31 Have student disruptions that interfere with teaching decreased? (1991 vs. 1994)	34%	45%	↓	37%	46%	↓	23-60%	33-65%
GOAL 8 Parental Participation								
32 Has the percentage of schools with minimal parental involvement decreased, according to								
• public school teachers? (1991 vs. 1994)	30%	29%	↔	◆	◆		9-44%	13-50%
• public school principals? (1991 vs. 1994)	20%	22%	↔	◆	◆		4-22%	3-27%
33 Has the influence of parent associations on school policy increased? (1991 vs. 1994)	11%	17%	↔	◆	◆		8-37%	12-50%

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution: Change was not statistically significant *

◆ Indicators are not the same at the national and state levels

— Data not available

Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.

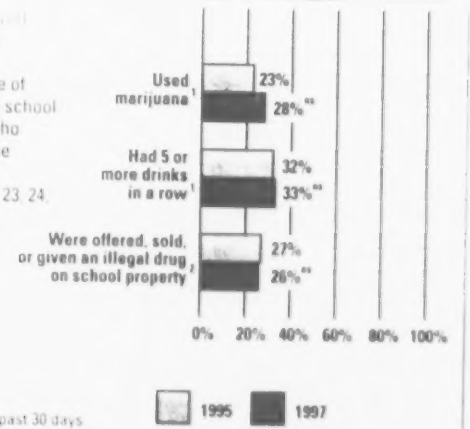
* See pages 241-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.

Alcohol- and Drug-free Schools

Percentage of public high school students who reported the following (Indicators 23, 24, & 25)



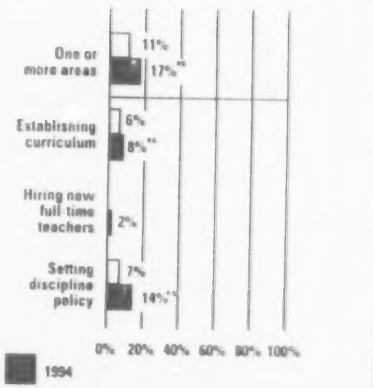
[1] During the past 30 days.

[2] During the past 12 months.

ns Interpret with caution: Change was not statistically significant.

Parent-School Partnerships

Percentage of public school principals who reported that the parent associations in their schools have influence[1] on the following areas of school policy (Indicator 33)



[1] On a 6-point scale from "no influence" to a "great deal of influence," defined as a response to the top two points.

** Interpret with caution: Change was not statistically significant.

CALIFORNIA

BEST COPY AVAILABLE

	California			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 1 Ready to Learn								
1. Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1996)	—	—		37%	34%	↑	25-48%	24-45%
2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)	74%	76%	↔	75%	78%	↑	61-88%	71-87%
3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1996)	6%	6%	↔	7%	7%	↔	5-15%	5-14%
4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1996)	72%	81%	↑	76%	82%	↑	47-87%	55-90%
5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1997)	28	33	↑	■	■		16-68	15-95
GOAL 2 School Completion								
6. Has the high school completion rate increased? (1990 vs. 1996)	77%	81%	↑	86%	86%	↔	77-96%	79-95%
7. Has the high school dropout rate decreased? (1992 vs. 1995)	5%	4%	↑	■	■		3-12%	2-11%
GOAL 3 Student Achievement and Citizenship								
8. Has reading achievement improved in Grade 4? (1992 vs. 1994)	19%	18%	↔	29%	30%	↔	8-38%	8-41%
9. Has mathematics achievement improved								
• in Grade 4? (1992 vs. 1996)	12%	11%	↔	18%	21%	↑	5-27%	3-31%
• in Grade 8? (1990 vs. 1996)	12%	17%	↑	15%	24%	↑	1-27%	5-34%
10. Has science achievement improved in Grade 8? (1996)	20%	—		29%	—		5-41%	—

KEY

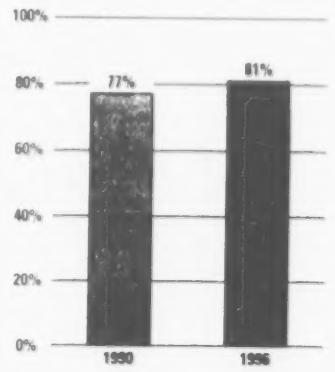
- ↑ Significantly better
- ↓ Significantly worse
- ↔ Interpret with caution: Change was not statistically significant *

■ Comparable national data are not available.
— Data not available.
* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
* See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

High School Completion

Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



1 Does not include those still in high school.
2 Includes traditional high school diploma and alternative credential.

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	California			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)								
11. Has the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1998)	90	136	↑	55	88	↑	9-177	19-235
GOAL 4 Teacher Education and Professional Development								
12. Has the percentage of public secondary school teachers who hold								
• a degree in their main teaching assignment increased? (1991 vs. 1994)	56%	51%	↔	66%	63%	↓	51-85%	50-81%
• a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)	96%	95%	↔	94%	93%	↓	91-100%	89-100%
13. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)	94%	—		85%	—		76-98%	—
14. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)	64%	—		16%	—		4-81%	—
15. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)	31%	35%	↑	22%	27%	↑	6-42%	7-48%
GOAL 5 Mathematics and Science								
16. Has the state's international standing improved in								
• Grade 8 mathematics achievement? (1996)	25 out of 40 countries would be expected to score above California			20 out of 40 countries scored above the U.S.			6-38 countries	—
• Grade 8 science achievement? (1996)	20 out of 40 countries would be expected to score above California			9 out of 40 countries scored above the U.S.			1-38 countries	—

KEY

- ↑ Significantly better
- ↓ Significantly worse
- ↔ Interpret with caution: Change was not statistically significant *

— Data not available.

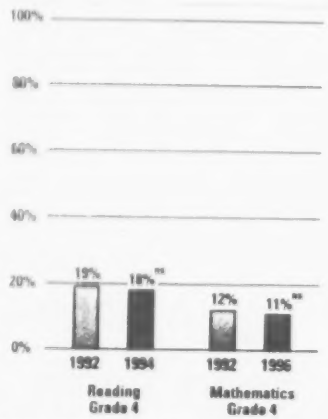
* See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)

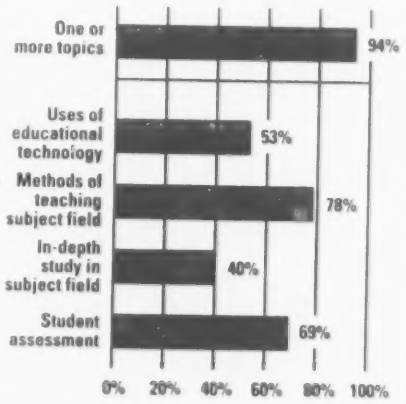


[1] A complete description of the performance standard can be found in Appendix B.

ns Interpret with caution: Change was not statistically significant.

Professional Development

Percentage of public school teachers participating in professional development programs on the following topics,[1] 1994 (Indicator 13)



[1] Since the end of the previous school year.

CALIFORNIA

BEST COPY AVAILABLE

	California			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 5 Mathematics and Science (continued)								
17 Has the percentage of public school 8th graders whose mathematics teachers report that they								
• have students work in small groups or with a partner increased? (1996)	79%	—		66%	—		45-92%	—
• address algebra and functions increased? (1996)	56%	—		57%	—		45-82%	—
• address reasoning and analytical ability increased? (1996)	55%	—		52%	—		39-64%	—
18 Has the percentage of public school 8th graders who have computers available in their mathematics classrooms increased? (1996)	33%	—		30%	—		7-54%	—
19 Has the percentage of degrees awarded in mathematics and science to								
• all students increased? (1991 vs. 1995)	43%	47%	↑	39%	42%	↑	25-49%	15-53%
• minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1995)	43%	45%	↑	39%	40%	↑	22-64%	22-57%
• female students increased? (1991 vs. 1995)	39%	41%	↑	35%	37%	↑	23-46%	13-47%
GOAL 6 Adult Literacy and Lifelong Learning								
20 Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)	53%	—		52%	—		46-77%	—
21 Has the percentage of U.S. citizens who report that they								
• registered to vote increased? (1988 vs. 1996)	72%	71%	↔	70%	71%	↑	58-95%	61-91%
• voted increased? (1988 vs. 1996)	63%	61%	↔	61%	58%	↓	50-74%	47-69%
22 Has postsecondary enrollment increased? (1992 vs. 1996)	50%	66%	↑	◆	◆		33-68%	40-73%

KEY

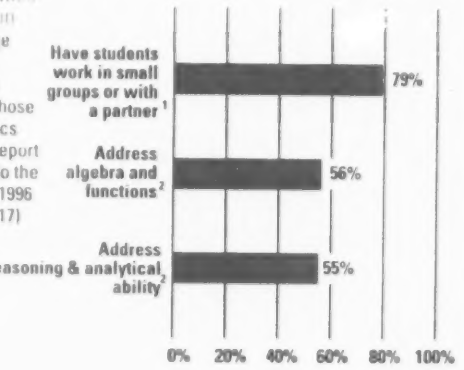
↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant *

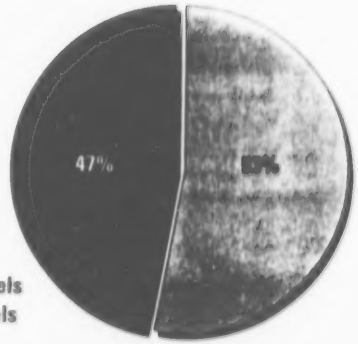
Mathematics Instruction

Percentage of public school 8th graders whose mathematics teachers report that they do the following, 1996 (Indicator 17)



Adult Literacy

Percentage of adults who scored at 3 highest levels in prose literacy (Indicator 20)



◆ Indicators are not the same at the national and state levels. Data not available.

* See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

[1] At least once a week.

[2] On a 4-point scale from "none" to "a lot," defined as a response to the top point.

CALIFORNIA

	California			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools								
23. Has student marijuana use decreased? (1991 vs. 1997)	—	—		◆	◆		4-18%	12-35%
24. Has student alcohol use (5 or more drinks in a row) decreased? (1991 vs. 1997)*	—	—		◆	◆		17-43%	11-45%
25. Has the availability of drugs on school property decreased? (1993 vs. 1997)*	—	—		◆	◆		11-31%	15-42%
26. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993 vs. 1997)*	—	—		◆	◆		6-15%	5-13%
27. Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1997)	—	—		◆	◆		13-39%	11-34%
28. Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1997)*	—	—		◆	◆		8-18%	5-17%
29. Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1997)	—	—		◆	◆		3-23%	3-13%
30. Has teacher victimization decreased? (1994)	9%	—		15%	—		8-26%	—
31. Have student disruptions that interfere with teaching decreased? (1991 vs. 1994)	43%	43%	↔	37%	46%	↓	23-60%	33-65%
GOAL 8 Parental Participation								
32. Has the percentage of schools with minimal parental involvement decreased, according to								
• public school teachers? (1991 vs. 1994)	32%	32%	↔	◆	◆		9-44%	13-50%
• public school principals? (1991 vs. 1994)	20%	11%	↑	◆	◆		4-22%	3-27%
33. Has the influence of parent associations on school policy increased? (1991 vs. 1994)	30%	36%	↔	◆	◆		8-37%	12-50%

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant ◆

◆ Indicators are not the same at the national and state levels

— Data not available

* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.

◆ See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.

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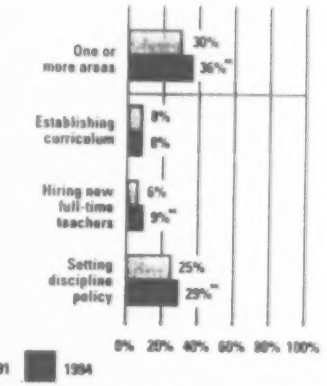
Parent-School Partnerships

Percentage of public school principals who reported that the parent associations in their schools have influence[1] on the following areas of school policy (Indicator 33)



[1] On a 6-point scale from "no influence" to a "great deal of influence," defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

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	Colorado baseline	Colorado update	Colorado progress?	U.S. baseline	U.S. update	U.S. progress?	Range of State Scores baseline	Range of State Scores update
GOAL 1 Ready to Learn								
1 Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1996)	33%	32%	↑	37%	34%	↑	25-48%	24-45%
2 Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)	75%	75%	←→	75%	78%	↑	61-88%	71-87%
3 Has the percentage of infants born at low birthweight decreased? (1990 vs. 1996)	8%	9%	↓	7%	7%	←→	5-15%	5-14%
4 Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1996)	78%	81%	↑	76%	82%	↑	47-87%	55-90%
5 Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1997)	27	44	↑	■	■		16-68	15-95
GOAL 2 School Completion								
6 Has the high school completion rate increased? (1990 vs. 1996)	88%	88%	←→	86%	86%	←→	77-96%	79-95%
7 Has the high school dropout rate decreased? (1992 vs. 1995)	—	—		■	■		3-12%	2-11%
GOAL 3 Student Achievement and Citizenship								
8 Has reading achievement improved in Grade 4? (1992 vs. 1994)	25%	28%	←→	29%	30%	←→	8-38%	8-41%
9 Has mathematics achievement improved								
• in Grade 4? (1992 vs. 1996)	17%	22%	↑	18%	21%	↑	5-27%	3-31%
• in Grade 8? (1990 vs. 1996)	17%	25%	↑	15%	24%	↑	1-27%	5-34%
10 Has science achievement improved in Grade 8? (1996)	32%	—		29%	—		5-41%	—

KEY

↑ Significantly better

↓ Significantly worse

←→ Interpret with caution. Change was not statistically significant ❖

■ Comparable national data are not available.

— Data not available.

[1] Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.

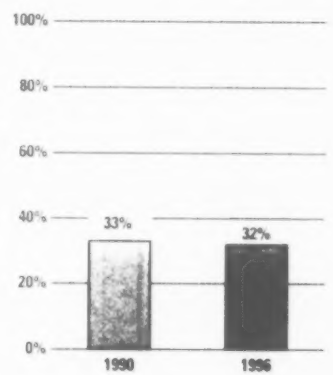
❖ See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.

Children's Health Index

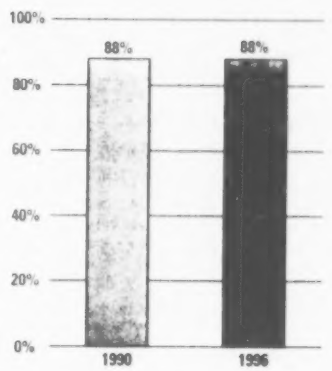
Percentage of infants born with 1 or more of 4 health risks[1] (Indicator 1)



[1] Risks are: late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion

Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.

[2] Includes traditional high school diploma and alternative credential.

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	Colorado			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)								
11. Has the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1998)	72	86	↑	55	88	↑	9-177	19-235
GOAL 4 Teacher Education and Professional Development								
12. Has the percentage of public secondary school teachers who hold								
• a degree in their main teaching assignment increased? (1991 vs. 1994)	74%	66%	↓	66%	63%	↓	51-85%	50-81%
• a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)	93%	93%	↔	94%	93%	↓	91-100%	89-100%
13. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)	88%	—		85%	—		76-98%	—
14. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)	21%	—		16%	—		4-81%	—
15. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)	20%	24%	↔	22%	27%	↑	6-42%	7-48%
GOAL 5 Mathematics and Science								
16. Has the state's international standing improved in								
• Grade 8 mathematics achievement? (1996)	14 out of 40 countries would be expected to score above Colorado			20 out of 40 countries scored above the U.S.			6-38 countries	—
• Grade 8 science achievement? (1996)	1 out of 40 countries would be expected to score above Colorado			9 out of 40 countries scored above the U.S.			1-38 countries	—

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution: Change was not statistically significant *

— Data not available

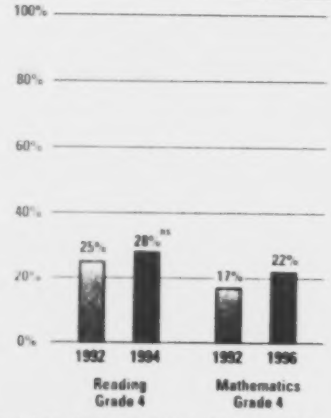
* See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)

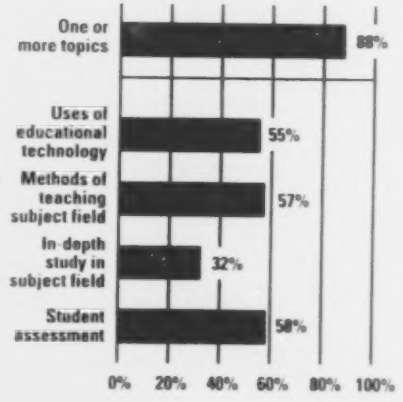


[1] A complete description of the performance standard can be found in Appendix B.

ns Interpret with caution: Change was not statistically significant.

Professional Development

Percentage of public school teachers participating in professional development programs on the following topics, 1994 (Indicator 13)



[1] Since the end of the previous school year

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	Colorado			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 5 Mathematics and Science (continued)								
17 Has the percentage of public school 8th graders whose mathematics teachers report that they								
• have students work in small groups or with a partner increased? (1996)	75%	—		66%	—		45-92%	—
• address algebra and functions increased? (1996)	55%	—		57%	—		45-82%	—
• address reasoning and analytical ability increased? (1996)	45%	—		52%	—		39-64%	—
18 Has the percentage of public school 8th graders who have computers available in their mathematics classrooms increased? (1996)	27%	—		30%	—		7-54%	—
19 Has the percentage of degrees awarded in mathematics and science to								
• all students increased? (1991 vs. 1995)	48%	51%	↑	39%	42%	↑	25-49%	15-53%
• minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1995)	46%	48%	↑	39%	40%	↑	22-64%	22-57%
• female students increased? (1991 vs. 1995)	43%	47%	↑	35%	37%	↑	23-46%	13-47%
GOAL 6 Adult Literacy and Lifelong Learning								
20 Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)	—	—		52%	—		46-77%	—
21 Has the percentage of U.S. citizens who report that they								
• registered to vote increased? (1988 vs. 1996)	76%	73%	↔	70%	71%	↑	58-95%	61-91%
• voted increased? (1988 vs. 1996)	68%	61%	↔	61%	58%	↓	50-74%	47-69%
22 Has postsecondary enrollment increased? (1992 vs. 1996)	50%	53%	↑	◆	◆		33-68%	40-73%

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant *

◆ Indicators are not the same at the national and state levels
— Data not available
* See pages 243-244 for an explanation of statistical significance
See pages 14-17 for a Guide to Reading the State Pages
See Appendix B for technical notes and sources

Mathematics Instruction
Percentage of public school 8th graders whose mathematics teachers report that they do the following, 1996 (Indicator 17)

1 At least once a week
2 On a 4 point scale from "none" to "a lot," defined as a response to the top point

COLORADO

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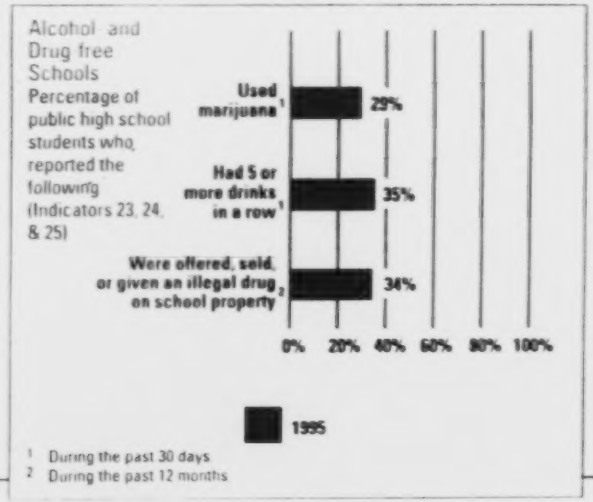
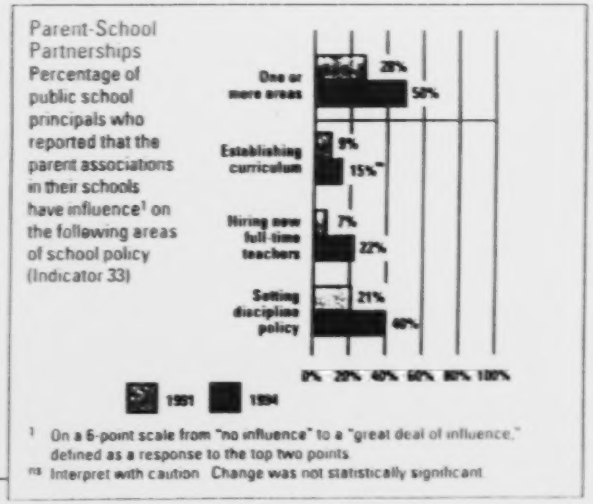
	Colorado			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools								
23 Has student marijuana use decreased? (1995)	29%	—		◆	◆		7-32%	—
24 Has student alcohol use (5 or more drinks in a row) decreased? (1995)	35%	—		◆	◆		13-43%	—
25 Has the availability of drugs on school property decreased? (1995)	34%	—		◆	◆		20-46%	—
26 Has the percentage of students threatened or injured with a weapon while on school property decreased? (1995)	10%	—		◆	◆		4-11%	—
27 Has the percentage of students involved in physical fights on school property decreased? (1995)	16%	—		◆	◆		12-19%	—
28 Has the percentage of students carrying weapons on school property decreased? (1995)	12%	—		◆	◆		7-14%	—
29 Has the percentage of students who do not feel safe at school decreased? (1995)	4%	—		◆	◆		3-16%	—
30 Has teacher victimization decreased? (1994)	14%	—		15%	—		8-26%	—
31 Have student disruptions that interfere with teaching decreased? (1991 vs. 1994)	40%	49%	↓	37%	46%	↓	23-60%	33-65%
GOAL 8 Parental Participation								
32 Has the percentage of schools with minimal parental involvement decreased, according to								
• public school teachers? (1991 vs. 1994)	25%	26%	↔	◆	◆		9-44%	13-50%
• public school principals? (1991 vs. 1994)	17%	8%	↑	◆	◆		4-22%	3-27%
33 Has the influence of parent associations on school policy increased? (1991 vs. 1994)	28%	50%	↑	◆	◆		8-37%	12-50%

KEY

- ↑ Significantly better
- ↓ Significantly worse
- ↔ Interpret with caution. Change was not statistically significant.*

◆ Indicators are not the same at the national and state levels
— Data not available
Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
* See pages 243-244 for an explanation of statistical significance.
See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.


Alcohol- and Drug-free Schools
Percentage of public high school students who reported the following (Indicators 23, 24, & 25)
Used marijuana[1]
29%
Had 5 or more drinks in a row[1]
35%
Were offered, sold, or given an illegal drug on school property[2]
34%
0% 20% 40% 60% 80% 100%
1995
1 During the past 30 days
2 During the past 12 months


Parent-School Partnerships
Percentage of public school principals who reported that the parent associations in their schools have influence[1] on the following areas of school policy (Indicator 33)
One or more areas
28%
50%
Establishing curriculum
9%
15%ns
Hiring new full-time teachers
7%
22%
Setting discipline policy
21%
40%
0% 20% 40% 60% 80% 100%
1991
1994
1 On a 6-point scale from "no influence" to a "great deal of influence," defined as a response to the top two points.
ns Interpret with caution. Change was not statistically significant.

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	Connecticut			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 1 Ready to Learn								
1 Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1996)	25%	25%	↔	37%	34%	↑	25.48%	24.45%
2 Has the percentage of fully immunized 2 year-olds increased? (1994 vs. 1997)	86%	87%	↔	75%	78%	↑	61.88%	71.87%
3 Has the percentage of infants born at low birthweight decreased? (1990 vs. 1996)	7%	7%	↔	7%	7%	↔	5.15%	5.14%
4 Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1996)	85%	88%	↑	76%	82%	↑	47.87%	55.90%
5 Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1997)	41	57	↑	■	■		16.68	15.95
GOAL 2 School Completion								
6 Has the high school completion rate increased? (1990 vs. 1996)	90%	94%	↑	86%	86%	↔	77.96%	79.95%
7 Has the high school dropout rate decreased? (1993 vs. 1995)	5%	5%	↔	■	■		2.10%	2.11%
GOAL 3 Student Achievement and Citizenship								
8 Has reading achievement improved in Grade 4? (1992 vs. 1994)	34%	38%	↔	29%	30%	↔	8.38%	8.41%
9 Has mathematics achievement improved								
• in Grade 4? (1992 vs. 1996)	24%	31%	↑	18%	21%	↑	5.27%	3.31%
• in Grade 8? (1990 vs. 1996)	22%	31%	↑	15%	24%	↑	1.27%	5.34%
10 Has science achievement improved in Grade 8? (1996)	36%	—		29%	—		5.41%	—

KEY

↑ Significantly better

↓ Significantly worse

↔ Insignificant difference. Change was not statistically significant *

■ Comparable national data are not available.

— Data not available.

1 Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.

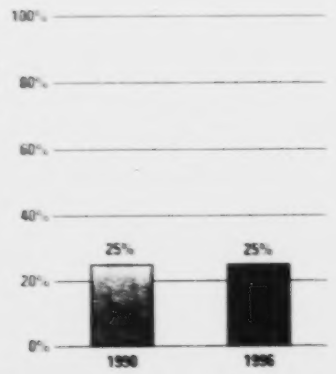
* See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.

Children's Health Index

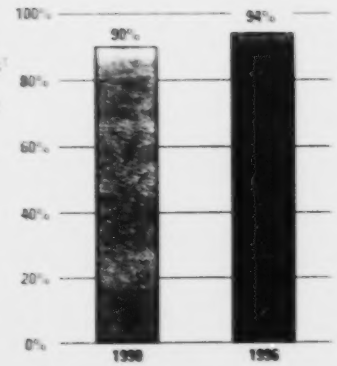
Percentage of infants born with 1 or more of 4 health risks[1] (Indicator 1)



1 Risks are: late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion

Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



1 Does not include those still in high school.

2 Includes traditional high school diploma and alternative credential.

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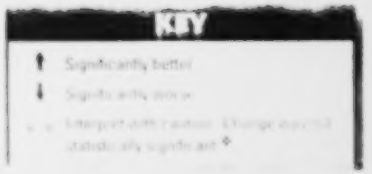
	Connecticut			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)								
11 Has the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1998)	83	144	↑	55	88	↑	9-177	19-235
GOAL 4 Teacher Education and Professional Development								
12 Has the percentage of public secondary school teachers who hold								
• a degree in their main teaching assignment increased? (1991 vs. 1994)	76%	74%	↔	66%	63%	↓	51-85%	50-81%
• a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)	99%	99%	↔	94%	93%	↓	91-100%	89-100%
13 Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)	92%	—		85%	—		76-98%	—
14 Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)	17%	—		16%	—		4-81%	—
15 Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)	13%	19%	↑	22%	27%	↑	6-42%	7-48%
GOAL 5 Mathematics and Science								
16 Has the state's international standing improved in								
• Grade 8 mathematics achievement? (1996)	8 out of 40 countries would be expected to score above Connecticut			20 out of 40 countries scored above the U.S.			6-38 countries	—
• Grade 8 science achievement? (1996)	1 out of 40 countries would be expected to score above Connecticut			9 out of 40 countries scored above the U.S.			1-38 countries	—



— Data not available.

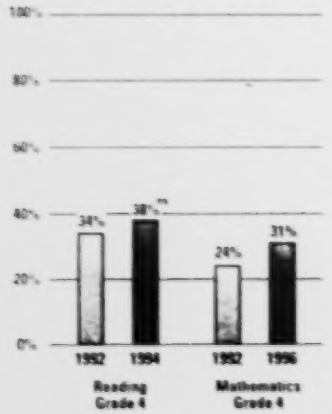
◆ See pages 241-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)

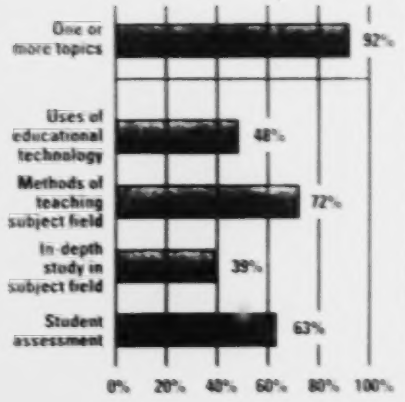


[1] A complete description of the performance standard can be found in Appendix B.

** Interpret with caution. Change was not statistically significant.

Professional Development

Percentage of public school teachers participating in professional development programs on the following topics,[1] 1994 (Indicator 13)



[1] Since the end of the previous school year

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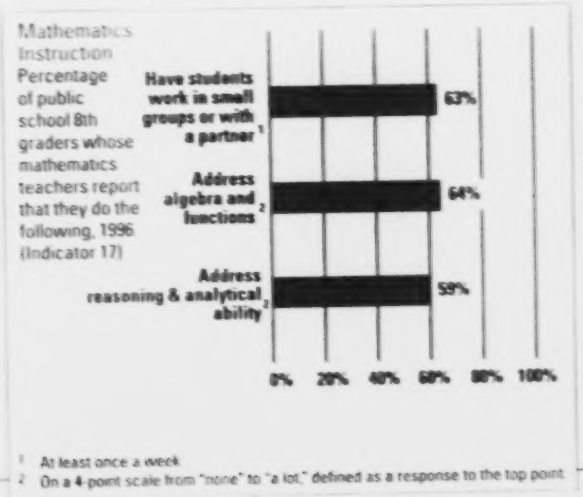
	Connecticut			U S			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 5 Mathematics and Science (continued)								
17 Has the percentage of public school 8th graders whose mathematics teachers report that they								
• have students work in small groups or with a partner increased? (1996)	63%	—		66%	—		45-92%	—
• address algebra and functions increased? (1996)	64%	—		57%	—		45-82%	—
• address reasoning and analytical ability increased? (1996)	59%	—		52%	—		39-64%	—
18 Has the percentage of public school 8th graders who have computers available in their mathematics classrooms increased? (1996)	20%	—		30%	—		7-54%	—
19 Has the percentage of degrees awarded in mathematics and science to								
• all students increased? (1991 vs. 1995)	43%	50%	↑	39%	42%	↑	25-49%	15-53%
• minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1995)	47%	52%	↑	39%	40%	↑	22-64%	22-57%
• female students increased? (1991 vs. 1995)	37%	47%	↑	35%	37%	↑	23-46%	13-47%
GOAL 6 Adult Literacy and Lifelong Learning								
20 Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)	—	—		52%	—		46-77%	—
21 Has the percentage of U.S. citizens who report that they								
• registered to vote increased? (1988 vs. 1996)	78%	74%	↔	70%	71%	↑	58-95%	61-91%
• voted increased? (1988 vs. 1996)	68%	62%	↔	61%	58%	↓	50-74%	47-69%
22 Has postsecondary enrollment increased? (1992 vs. 1996)	59%	62%	↑	◆	◆		33-68%	40-73%

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant ◆



1 At least once a week

2 On a 4-point scale from "none" to "a lot," defined as a response to the top point

• Indicators are not the same at the national and state levels

— Data not available

◆ See pages 243-244 for an explanation of statistical significance

See pages 14-17 for a Guide to Reading the State Pages

See Appendix B for technical notes and sources

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	Connecticut			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools								
23 Has student marijuana use decreased? (1997)	26%	—		◆	◆		12-35%	—
24 Has student alcohol use (5 or more drinks in a row) decreased? (1997) *	31%	—		◆	◆		11-45%	—
25 Has the availability of drugs on school property decreased? (1997) *	29%	—		◆	◆		15-42%	—
26 Has the percentage of students threatened or injured with a weapon while on school property decreased? (1997) *	6%	—		◆	◆		5-13%	—
27 Has the percentage of students involved in physical fights on school property decreased? (1997)	13%	—		◆	◆		11-34%	—
28 Has the percentage of students carrying weapons on school property decreased? (1997)	7%	—		◆	◆		5-17%	—
29 Has the percentage of students who do not feel safe at school decreased? (1997)	3%	—		◆	◆		3-13%	—
30 Has teacher victimization decreased? (1994)	14%	—		15%	—		8-26%	—
31 Have student disruptions that interfere with teaching decreased? (1991 vs. 1994)	36%	47%	↓	37%	46%	↓	23-60%	33-65%
GOAL 8 Parental Participation								
32 Has the percentage of schools with minimal parental involvement decreased, according to								
• public school teachers? (1991 vs. 1994)	19%	21%	↔	◆	◆		9-44%	13-50%
• public school principals? (1991 vs. 1994)	9%	7%	↔	◆	◆		4-22%	3-27%
33 Has the influence of parent associations on school policy increased? (1991 vs. 1994)	18%	22%	↔	◆	◆		8-37%	12-50%

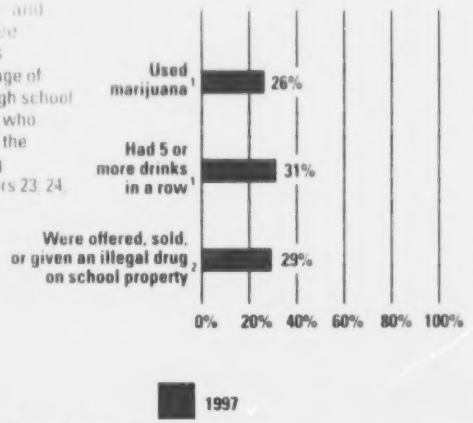
KEY

- ↑ Significantly better
- ↓ Significantly worse
- ↔ Interpret with caution. Change was not statistically significant ❖

◆ Indicators are not the same at the national and state levels
— Data not available
* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information
❖ See pages 243-244 for an explanation of statistical significance
See pages 14-17 for a Guide to Reading the State Pages
See Appendix B for technical notes and sources

Alcohol- and Drug-free Schools

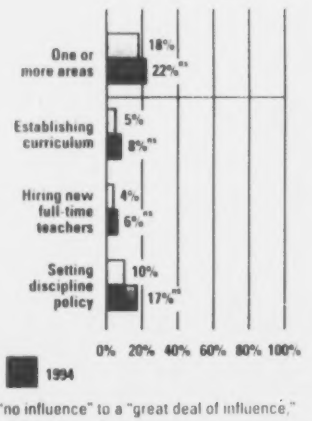
Percentage of public high school students who reported the following (Indicators 23, 24, & 25)



[1] During the past 30 days
[2] During the past 12 months

Parent-School Partnerships

Percentage of public school principals who reported that the parent associations in their schools have influence[1] on the following areas of school policy (Indicator 33)



[1] On a 6-point scale from "no influence" to a "great deal of influence," defined as a response to the top two points
ns Interpret with caution. Change was not statistically significant

DELAWARE

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	Delaware			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 1 Ready to Learn								
1 Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1996)	40%	38%	↑	37%	34%	↑	25-48%	24-45%
2 Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)	81%	81%	↔	75%	78%	↑	61-88%	71-87%
3 Has the percentage of infants born at low birthweight decreased? (1990 vs. 1996)	8%	9%	↓	7%	7%	↔	5-15%	5-14%
4 Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1996)	80%	84%	↑	76%	82%	↑	47-87%	55-90%
5 Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1997)	51	60	↑	■	■		16-68	15-95
GOAL 2 School Completion								
6 Has the high school completion rate increased? (1990 vs. 1996)	86%	85%	↔	86%	86%	↔	77-96%	79-95%
7 Has the high school dropout rate decreased? (1993 vs. 1995)	4%	5%	↓	■	■		2-10%	2-11%
GOAL 3 Student Achievement and Citizenship								
8 Has reading achievement improved in Grade 4? (1992 vs. 1994)	24%	23%	↔	29%	30%	↔	8-38%	8-41%
9 Has mathematics achievement improved								
• in Grade 4? (1992 vs. 1996)	17%	16%	↔	18%	21%	↑	5-27%	3-31%
• in Grade 8? (1990 vs. 1996)	14%	19%	↑	15%	24%	↑	1-27%	5-34%
10 Has science achievement improved in Grade 8? (1996)	21%	—		29%	—		5-41%	—

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant ❖

■ Comparable national data are not available

— Data not available

* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.

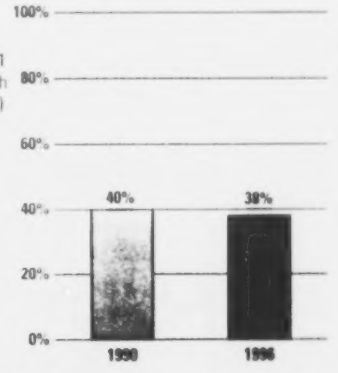
❖ See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.

Children's Health Index

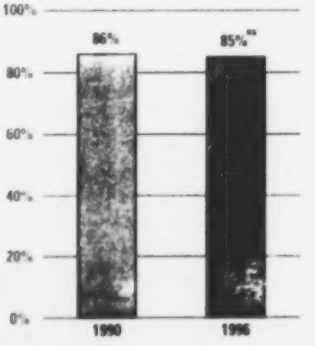
Percentage of infants born with 1 or more of 4 health risks[1] (Indicator 1)



[1] Risks are: late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion

Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.

[2] Includes traditional high school diploma and alternative credential.

ns Interpret with caution. Change was not statistically significant.

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DELAWARE

	Delaware			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)								
11 Has the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1998)	73	108	↑	55	88	↑	9-177	19-235
GOAL 4 Teacher Education and Professional Development								
12 Has the percentage of public secondary school teachers who hold								
• a degree in their main teaching assignment increased? (1991 vs. 1994)	73%	71%	↔	66%	63%	↓	51-85%	50-81%
• a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)	99%	94%	↓	94%	93%	↓	91-100%	89-100%
13 Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)	86%			85%			76-98%	
14 Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)	9%			16%			4-81%	
15 Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)	20%	27%	↑	22%	27%	↑	6-42%	7-48%
GOAL 5 Mathematics and Science								
16 Has the state's international standing improved in								
• Grade 8 mathematics achievement? (1996)	22 out of 40 countries would be expected to score above Delaware			20 out of 40 countries scored above the U.S.			6-38 countries	
• Grade 8 science achievement? (1996)	16 out of 40 countries would be expected to score above Delaware			9 out of 40 countries scored above the U.S.			1-38 countries	

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution: Change was not statistically significant ❖

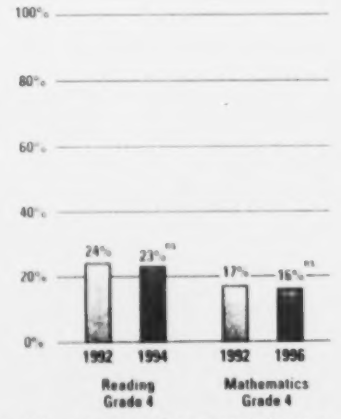
— Data not available

❖ See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)

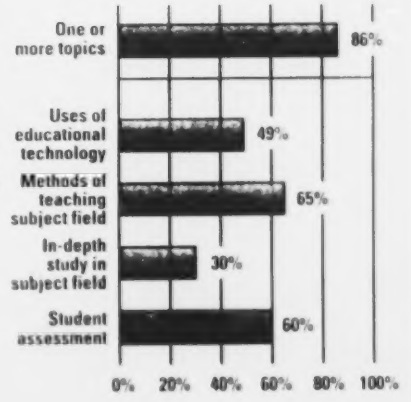


[1] A complete description of the performance standard can be found in Appendix B.

ns Interpret with caution: Change was not statistically significant.

Professional Development

Percentage of public school teachers participating in professional development programs on the following topics, 1994 (Indicator 13)



[1] Since the end of the previous school year.

DELAWARE

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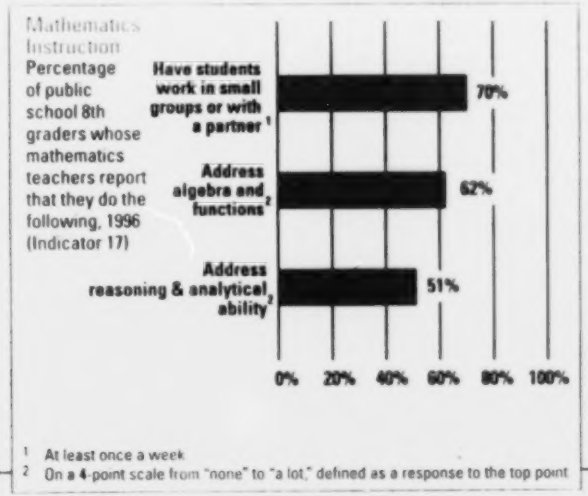
	Delaware			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 5 Mathematics and Science (continued)								
17. Has the percentage of public school 8th graders whose mathematics teachers report that they								
• have students work in small groups or with a partner increased? (1996)	70%	—		66%	—		45-92%	—
• address algebra and functions increased? (1996)	62%	—		57%	—		45-82%	—
• address reasoning and analytical ability increased? (1996)	51%	—		52%	—		39-64%	—
18. Has the percentage of public school 8th graders who have computers available in their mathematics classrooms increased? (1996)	31%	—		30%	—		7-54%	—
19. Has the percentage of degrees awarded in mathematics and science to								
• all students increased? (1991 vs. 1995)	46%	45%	↓	39%	42%	↑	25-49%	15-53%
• minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1995)	38%	35%	↓	39%	40%	↑	22-64%	22-57%
• female students increased? (1991 vs. 1995)	40%	40%	↔	35%	37%	↑	23-46%	13-47%
GOAL 6 Adult Literacy and Lifelong Learning								
20. Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)	—	—		52%	—		46-77%	—
21. Has the percentage of U.S. citizens who report that they								
• registered to vote increased? (1988 vs. 1996)	65%	66%	↔	70%	71%	↑	58-95%	61-91%
• voted increased? (1988 vs. 1996)	60%	56%	↔	61%	58%	↓	50-74%	47-69%
22. Has postsecondary enrollment increased? (1992 vs. 1996)	57%	67%	↑	◆	◆		33-68%	40-73%

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant.◆



1 At least once a week

2 On a 4-point scale from "none" to "a lot," defined as a response to the top point

◆ Indicators are not the same at the national and state levels

— Data not available

◆ See pages 243-244 for an explanation of statistical significance.
See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

DELAWARE

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	Delaware			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools								
23. Has student marijuana use decreased? (1991 vs. 1997)	—	—		◆	◆		4-18%	12-35%
24. Has student alcohol use (5 or more drinks in a row) decreased? (1991 vs. 1997)	—	—		◆	◆		17-43%	11-45%
25. Has the availability of drugs on school property decreased? (1993 vs. 1997) *	—	—		◆	◆		11-31%	15-42%
26. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993 vs. 1997)	—	—		◆	◆		6-15%	5-13%
27. Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1997)	—	—		◆	◆		13-39%	11-34%
28. Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1997) *	—	—		◆	◆		8-18%	5-17%
29. Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1997) *	—	—		◆	◆		3-23%	3-13%
30. Has teacher victimization decreased? (1994)	20%	—		15%	—		8-26%	—
31. Have student disruptions that interfere with teaching decreased? (1991 vs. 1994)	48%	65%	↓	37%	46%	↓	23-60%	33-65%
GOAL 8 Parental Participation								
32. Has the percentage of schools with minimal parental involvement decreased, according to								
• public school teachers? (1991 vs. 1994)	29%	27%	↔	◆	◆		9-44%	13-50%
• public school principals? (1991 vs. 1994)	17%	7%	↔	◆	◆		4-22%	3-27%
33. Has the influence of parent associations on school policy increased? (1991 vs. 1994)	21%	28%	↔	◆	◆		8-37%	12-50%

KEY

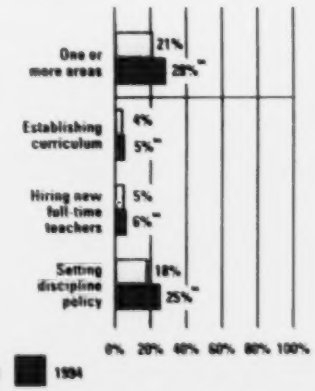
↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant ◆

Parent School Partnerships

Percentage of public school principals who reported that the parent associations in their schools have influence[1] on the following areas of school policy (Indicator 33)



[1] On a 6 point scale from "no influence" to a "great deal of influence," defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

• Indicators are not the same at the national and state levels.

— Data not available.

* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.

◆ See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.

BEST COPY AVAILABL

	District of Columbia			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 1 Ready to Learn								
1 Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1996)	48%	37%	↑	37%	34%	↑	25-48%	24-45%
2 Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)	73%	76%	↔	75%	78%	↑	61-88%	71-87%
3 Has the percentage of infants born at low birthweight decreased? (1990 vs. 1996)	15%	14%	↑	7%	7%	↔	5-15%	5-14%
4 Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1996)	56%	65%	↑	76%	82%	↑	47-87%	55-90%
5 Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1997)	19	15	↓	■	■		16-68	15-95
GOAL 2 School Completion								
6 Has the high school completion rate increased? (1990 vs. 1996)	82%	89%	↔	86%	86%	↔	77-96%	79-95%
7 Has the high school dropout rate decreased? (1992 vs. 1995)	12%	11%	↑	■	■		3-12%	2-11%
GOAL 3 Student Achievement and Citizenship								
8 Has reading achievement improved in Grade 4? (1992)	10%	—		29%	—		8-38%	—
9 Has mathematics achievement improved								
• in Grade 4? (1992 vs. 1996)	5%	5%	↔	18%	21%	↑	5-27%	3-31%
• in Grade 8? (1990 vs. 1996)	3%	5%	↔	15%	24%	↑	1-27%	5-34%
10 Has science achievement improved in Grade 8? (1996)	5%	—		29%	—		5-41%	—

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution: Change was not statistically significant ❖

■ Comparable national data are not available.

— Data not available.

* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.

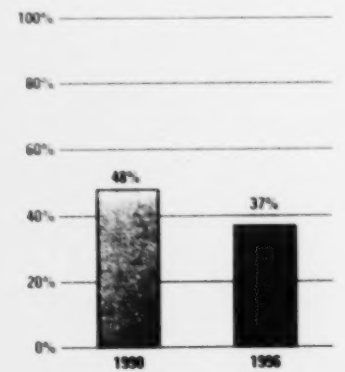
❖ See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.

Children's Health Index

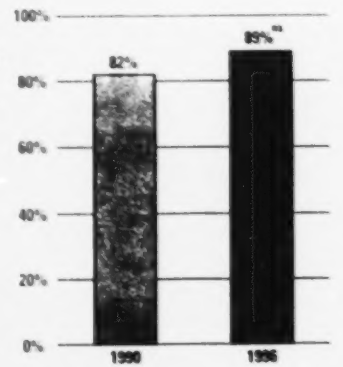
Percentage of infants born with 1 or more of 4 health risks[1] (Indicator 1)



[1] Risks are: late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion

Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.

[2] Includes traditional high school diploma and alternative credential.

ns Interpret with caution: Change was not statistically significant.

DISTRICT OF COLUMBIA

	District of Columbia			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)								
11. Has the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1998)	177	235	↑	55	88	↑	9-177	19-235
GOAL 4 Teacher Education and Professional Development								
12. Has the percentage of public secondary school teachers who hold								
• a degree in their main teaching assignment increased? (1991 vs. 1994)	85%	73%	↔	66%	63%	↓	51-85%	50-81%
• a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)	97%	95%	↔	94%	93%	↓	91-100%	89-100%
13. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)	92%	—		85%	—		76-98%	—
14. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)	25%	—		16%	—		4-81%	—
15. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)	37%	39%	↔	22%	27%	↑	6-42%	7-48%
GOAL 5 Mathematics and Science								
16. Has the state's international standing improved in								
• Grade 8 mathematics achievement? (1996)	38 out of 40 countries would be expected to score above the District of Columbia			20 out of 40 countries scored above the U.S.			6-38 countries	—
• Grade 8 science achievement? (1996)	38 out of 40 countries would be expected to score above the District of Columbia			9 out of 40 countries scored above the U.S.			1-38 countries	—

KEY

- ↑ Significantly better
- ↓ Significantly worse
- ↔ Interpret with caution. Change was not statistically significant ◆

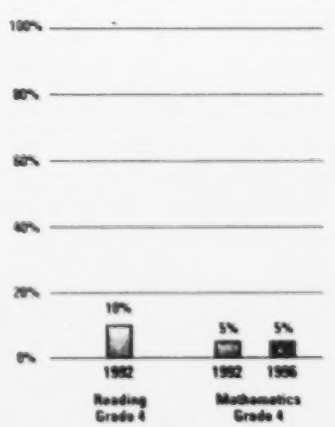
— Data not available

◆ See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

Student Achievement

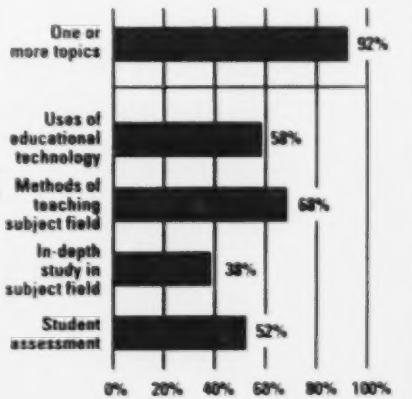
Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)



[1] A complete description of the performance standard can be found in Appendix B.

Professional Development

Percentage of public school teachers participating in professional development programs on the following topics,[1] 1994 (Indicator 13)



[1] Since the end of the previous school year.

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DISTRICT OF COLUMBIA

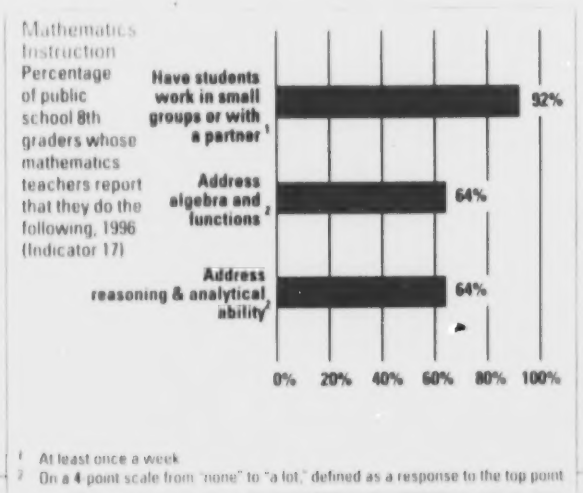
	District of Columbia			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 5 Mathematics and Science (continued)								
17. Has the percentage of public school 8th graders whose mathematics teachers report that they								
• have students work in small groups or with a partner increased? (1996)	92%	—		66%	—		45-92%	—
• address algebra and functions increased? (1996)	64%	—		57%	—		45-82%	—
• address reasoning and analytical ability increased? (1996)	64%	—		52%	—		39-64%	—
18. Has the percentage of public school 8th graders who have computers available in their mathematics classrooms increased? (1996)	42%	—		30%	—		7-54%	—
19. Has the percentage of degrees awarded in mathematics and science to								
• all students increased? (1991 vs. 1995)	49%	53%	↑	39%	42%	↑	25-49%	15-53%
• minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1995)	44%	47%	↑	39%	40%	↑	22-64%	22-57%
• female students increased? (1991 vs. 1995)	46%	44%	↓	35%	37%	↑	23-46%	13-47%
GOAL 6 Adult Literacy and Lifelong Learning								
20. Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)	—	—		52%	—		46-77%	—
21. Has the percentage of U.S. citizens who report that they								
• registered to vote increased? (1988 vs. 1996)	69%	78%	↑	70%	71%	↑	58-95%	61-91%
• voted increased? (1988 vs. 1996)	56%	63%	↑	61%	58%	↓	50-74%	47-69%
22. Has postsecondary enrollment increased? (1992 vs. 1996)	33%	58%	↑	◆	◆		33-68%	40-73%

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant ◆



1 At least once a week

2 On a 4-point scale from "none" to "a lot," defined as a response to the top point

◆ Indicators are not the same at the national and state levels

Data not available

▸ See pages 243-244 for an explanation of statistical significance

See pages 14-17 for a Guide to Reading the State Pages

See Appendix B for technical notes and sources

BEST COPY AVAILABLE

DISTRICT OF COLUMBIA

	District of Columbia			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools								
23 Has student marijuana use decreased? (1993 vs. 1997)	18%	29%	↓	◆	◆		7-21%	12-35%
24 Has student alcohol use (5 or more drinks in a row) decreased? (1993 vs. 1997)	16%	18%	↔	◆	◆		9-44%	11-45%
25 Has the availability of drugs on school property decreased? (1993 vs. 1997)	16%	25%	↓	◆	◆		11-31%	15-42%
26 Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993 vs. 1997)	11%	13%	↔	◆	◆		6-15%	5-13%
27 Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1997)	18%	19%	↔	◆	◆		13-39%	11-34%
28 Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1997)	16%	17%	↔	◆	◆		8-18%	5-17%
29 Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1997)	11%	11%	↔	◆	◆		3-23%	3-13%
30 Has teacher victimization decreased? (1994)	26%	—		15%	—		8-26%	—
31 Have student disruptions that interfere with teaching decreased? (1991 vs. 1994)	60%	63%	↔	37%	46%	↓	23-60%	33-65%
GOAL 8 Parental Participation								
32 Has the percentage of schools with minimal parental involvement decreased, according to								
• public school teachers? (1991 vs. 1994)	44%	50%	↔	◆	◆		9-44%	13-50%
• public school principals? (1991 vs. 1994)	14%	24%	↔	◆	◆		4-22%	3-27%
33 Has the influence of parent associations on school policy increased? (1991 vs. 1994)	34%	29%	↔	◆	◆		8-37%	12-50%

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant *

◆ Indicators are not the same at the national and state levels

— Data not available

Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.

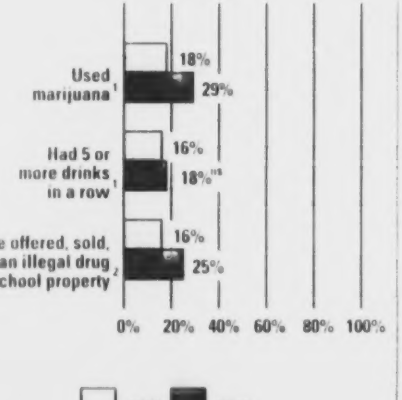
* See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.

Alcohol- and Drug-free Schools

Percentage of public high school students who reported the following (Indicators 23, 24 & 25)



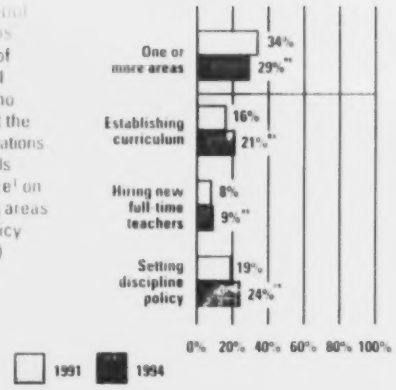
1 During the past 30 days

2 During the past 12 months

ns Interpret with caution. Change was not statistically significant

Parent School Partnerships

Percentage of public school principals who reported that the parent associations in their schools have influence[1] on the following areas of school policy (Indicator 33)



1 On a 6 point scale from "no influence" to a "great deal of influence," defined as a response to the top two points

ns Interpret with caution. Change was not statistically significant

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FLORIDA

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	Florida			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 1 Ready to Learn								
1 Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1996)	37%	31%	↑	37%	34%	↑	25.48%	24.45%
2 Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)	76%	79%	↔	75%	78%	↑	61.88%	71.87%
3 Has the percentage of infants born at low birthweight decreased? (1990 vs. 1996)	7%	8%	↓	7%	7%	↔	5.15%	5.14%
4 Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1996)	72%	83%	↑	76%	82%	↑	47.87%	55.90%
5 Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1997)	30	45	↑	■	■		16.68	15.95
GOAL 2 School Completion								
6 Has the high school completion rate increased? (1990 vs. 1996)	83%	82%		86%	86%	↔	77.96%	79.95%
7 Has the high school dropout rate decreased? (1992 vs. 1995)	—	—		■	■		3.12%	2.11%
GOAL 3 Student Achievement and Citizenship								
8 Has reading achievement improved in Grade 4? (1992 vs. 1994)	21%	23%	?	29%	30%	?	8.38%	8.41%
9 Has mathematics achievement improved								
• in Grade 4? (1992 vs. 1996)	13%	15%	↔	18%	21%	↑	5.27%	3.31%
• in Grade 8? (1990 vs. 1996)	12%	17%	↑	15%	24%	↑	1.27%	5.34%
10 Has science achievement improved in Grade 8? (1996)	21%			29%			5.41%	

KEY

↑ Significantly better

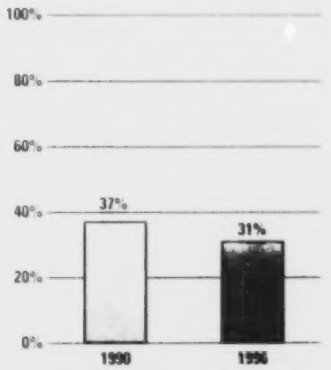
↓ Significantly worse

? Interpret with caution. Change was not statistically significant ❖

■ Comparable national data are not available.
— Data not available.
Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
❖ See pages 243-244 for an explanation of statistical significance.
See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

Children's Health

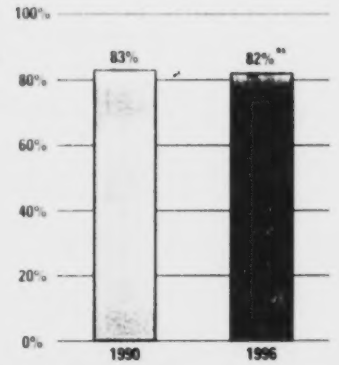
Percentage of infants born with 1 or more of 4 health risks[1] (Indicator 1)



[1] Risks are: late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion

Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
? Interpret with caution. Change was not statistically significant.

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	Florida			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)								
11. Has the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1998)	81	108	↑	55	88	↑	9-177	19-235
GOAL 4 Teacher Education and Professional Development								
12. Has the percentage of public secondary school teachers who hold								
• a degree in their main teaching assignment increased? (1991 vs. 1994)	66%	62%	↔	66%	63%	↓	51-85%	50-81%
• a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)	97%	94%	↔	94%	93%	↓	91-100%	89-100%
13. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)	88%	—		85%	—		76-98%	—
14. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)	81%	—		16%	—		4-81%	—
15. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)	42%	48%	↑	22%	27%	↑	6-42%	7-48%
GOAL 5 Mathematics and Science								
16. Has the state's international standing improved in								
• Grade 8 mathematics achievement? (1996)	22 out of 40 countries would be expected to score above Florida			20 out of 40 countries scored above the U.S.			6-38 countries	—
• Grade 8 science achievement? (1996)	13 out of 40 countries would be expected to score above Florida			9 out of 40 countries scored above the U.S.			1-38 countries	—

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant.*

— Data not available.

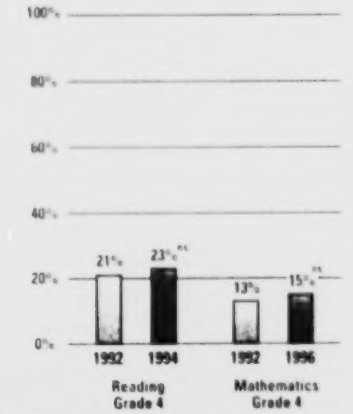
* See pages 231-232 for an explanation of statistical significance.

See pages 14-17 for a guide to Reading the State Pages.

See Appendix B for technical notes and sources.

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard† in reading and mathematics (Indicators 8 & 9)

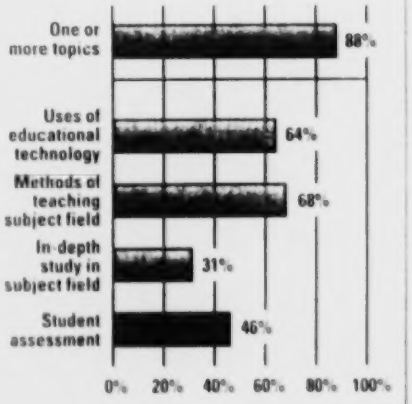


† A complete description of the performance standard can be found in Appendix B.

** Interpret with caution. Change was not statistically significant.

Professional Development

Percentage of public school teachers participating in professional development programs on the following topics, 1994 (Indicator 13)



‡ Since the end of the previous school year.

FLORIDA

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	Florida			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 5 Mathematics and Science (continued)								
17 Has the percentage of public school 8th graders whose mathematics teachers report that they								
• have students work in small groups or with a partner increased? (1996)	67%	—		66%	—		45-92%	—
• address algebra and functions increased? (1996)	59%	—		57%	—		45-82%	—
• address reasoning and analytical ability increased? (1996)	53%	—		52%	—		39-64%	—
18 Has the percentage of public school 8th graders who have computers available in their mathematics classrooms increased? (1996)	45%	—		30%	—		7-54%	—
19 Has the percentage of degrees awarded in mathematics and science to								
• all students increased? (1991 vs. 1995)	34%	35%	↑	39%	42%	↑	25-49%	15-53%
• minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1995)	36%	35%	↓	39%	40%	↑	22-64%	22-57%
• female students increased? (1991 vs. 1995)	29%	32%	↑	35%	37%	↑	23-46%	13-47%
GOAL 6 Adult Literacy and Lifelong Learning								
20 Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)	51%	—		52%	—		46-77%	—
21 Has the percentage of U.S. citizens who report that they								
• registered to vote increased? (1988 vs. 1996)	69%	69%	↔	70%	71%	↑	58-95%	61-91%
• voted increased? (1988 vs. 1996)	59%	56%	↔	61%	58%	↓	50-74%	47-69%
22 Has postsecondary enrollment increased? (1992 vs. 1996)	45%	50%	↑	◆	◆		33-68%	40-73%

KEY

↑ Significantly better

↓ Significantly worse

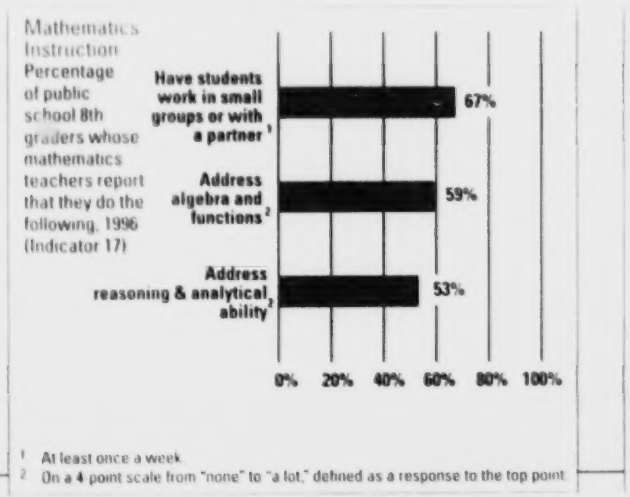
↔ Interpret with caution. Change was not statistically significant ❖

◆ Indicators are not the same at the national and state levels. Data not available.

❖ See pages 243-244 for an explanation of statistical significance.

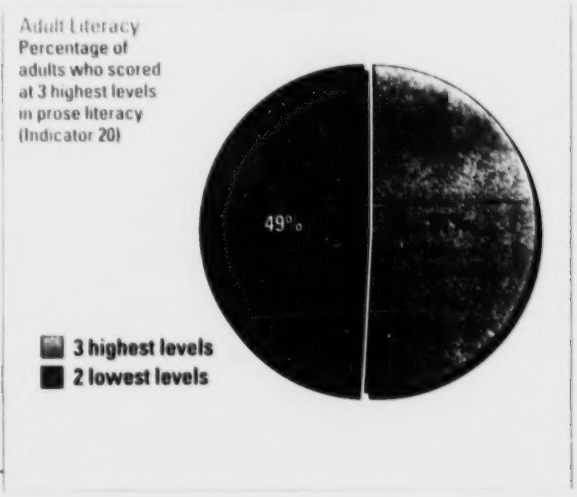
See pages 14-17 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.



[1] At least once a week.

[2] On a 4-point scale from "none" to "a lot," defined as a response to the top point.


Adult Literacy
Percentage of adults who scored at 3 highest levels in prose literacy (Indicator 20)
49%
3 highest levels
2 lowest levels

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FLORIDA

	Florida			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 7 **Safe, Disciplined, and Alcohol- and Drug-free Schools**								
23 Has student marijuana use decreased? (1991 vs. 1997)	—	—		◆	◆		4-18%	12-35%
24 Has student alcohol use (5 or more drinks in a row) decreased? (1991 vs. 1997)	—	—		◆	◆		17-43%	11-45%
25 Has the availability of drugs on school property decreased? (1993 vs. 1997)	—	—		◆	◆		11-31%	15-42%
26 Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993 vs. 1997)	—	—		◆	◆		6-15%	5-13%
27 Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1997)	—	—		◆	◆		13-39%	11-34%
28 Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1997)	—	—		◆	◆		8-18%	5-17%
29 Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1997)	—	—		◆	◆		3-23%	3-13%
30 Has teacher victimization decreased? (1994)	21%	—		15%	—		8-26%	—
31 Has student disruptions that interfere with teaching decreased? (1991 vs. 1994)	46%	58%	↓	37%	46%	↓	23-60%	33-65%
GOAL 8 **Parental Participation**								
32 Has the percentage of schools with minimal parental involvement decreased, according to								
• public school teachers? (1991 vs. 1994)	33%	33%	↔	◆	◆		9-44%	13-50%
• public school principals? (1991 vs. 1994)	18%	22%	↔	◆	◆		4-22%	3-27%
33 Has the influence of parent associations on school policy increased? (1991 vs. 1994)	26%	34%	↔	◆	◆		8-37%	12-50%

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant ◆

◆ Indicators are not the same at the national and state levels.

— Data not available.

* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.

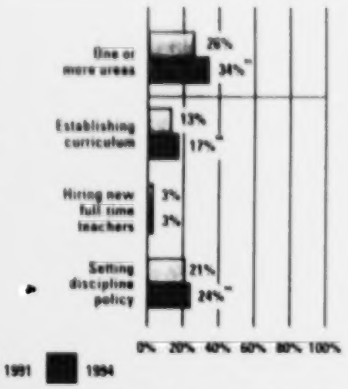
◆ See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.

Parent-School Partnerships

Percentage of public school principals who reported that the parent associations in their schools have influence[1] on the following areas of school policy (Indicator 33)



[1] On a 6-point scale from "no influence" to a "great deal of influence," defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

GEORGIA

BEST COPY AVAILABLE

	Georgia			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 1 Ready to Learn								
1 Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1996)	35%	32%	↑	37%	34%	↑	25-48%	24-45%
2 Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)	79%	81%	↔	75%	78%	↑	61-88%	71-87%
3 Has the percentage of infants born at low birthweight decreased? (1990 vs. 1996)	9%	9%	↔	7%	7%	↔	5-15%	5-14%
4 Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1996)	73%	85%	↑	76%	82%	↑	47-87%	55-90%
5 Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1997)	24	43	↑	■	■		16-68	15-95
GOAL 2 School Completion								
6 Has the high school completion rate increased? (1990 vs. 1996)	86%	84%	↔	86%	86%	↔	77-96%	79-95%
7 Has the high school dropout rate decreased? (1994 vs. 1995)	9%	9%	↔	■	■		3-10%	2-11%
GOAL 3 Student Achievement and Citizenship								
8 Has reading achievement improved in Grade 4? (1992 vs. 1994)	25%	26%	↔	29%	30%	↔	8-38%	8-41%
9 Has mathematics achievement improved								
• in Grade 4? (1992 vs. 1996)	15%	13%	↔	18%	21%	↑	5-27%	3-31%
• in Grade 8? (1990 vs. 1996)	14%	16%	↔	15%	24%	↑	1-27%	5-34%
10 Has science achievement improved in Grade 8? (1996)	21%	—		29%	—		5-41%	—

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant *

■ Comparable national data are not available.

— Data not available.

* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.

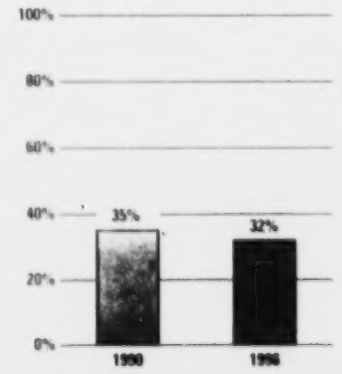
* See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.

Children's Health Index

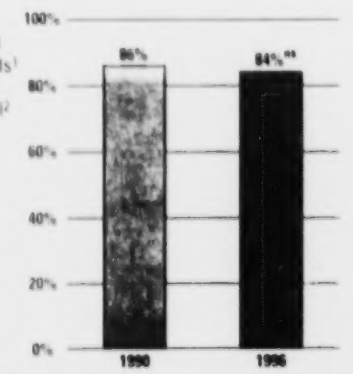
Percentage of infants born with 1 or more of 4 health risks[1] (Indicator 1)



[1] Risks are: late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion

Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.

[2] Includes traditional high school diploma and alternative credential.

** Interpret with caution. Change was not statistically significant.

BEST COPY AVAILABLE

	Georgia			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)								
11 Has the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1998)	49	77	↑	55	88	↑	9-177	19-235
GOAL 4 Teacher Education and Professional Development								
12 Has the percentage of public secondary school teachers who hold								
• a degree in their main teaching assignment increased? (1991 vs. 1994)	67%	68%	↔	66%	63%	↓	51-85%	50-81%
• a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)	98%	94%	↓	94%	93%	↓	91-100%	89-100%
13 Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)	82%	—		85%	—		76-98%	—
14 Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)	17%	—		16%	—		4-81%	—
15 Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)	27%	31%	↔	22%	27%	↑	6-42%	7-48%
GOAL 5 Mathematics and Science								
16 Has the state's international standing improved in								
• Grade 8 mathematics achievement? (1996)	27 out of 40 countries would be expected to score above Georgia			20 out of 40 countries scored above the U.S.			6-38 countries	—
• Grade 8 science achievement? (1996)	14 out of 40 countries would be expected to score above Georgia			9 out of 40 countries scored above the U.S.			1-38 countries	—

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution: Change was not statistically significant *

— Data not available

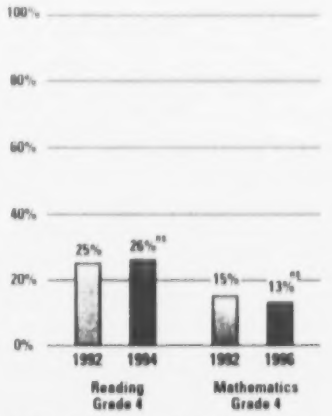
* See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)

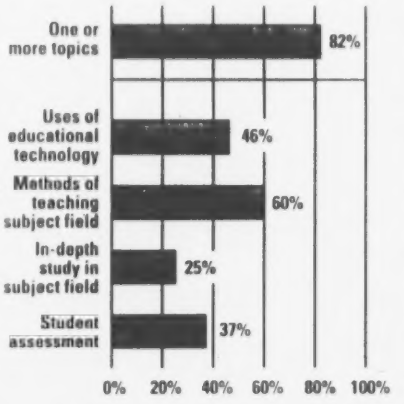


[1] A complete description of the performance standard can be found in Appendix B.

ns Interpret with caution: Change was not statistically significant.

Professional Development

Percentage of public school teachers participating in professional development programs on the following topics,[1] 1994 (Indicator 13)



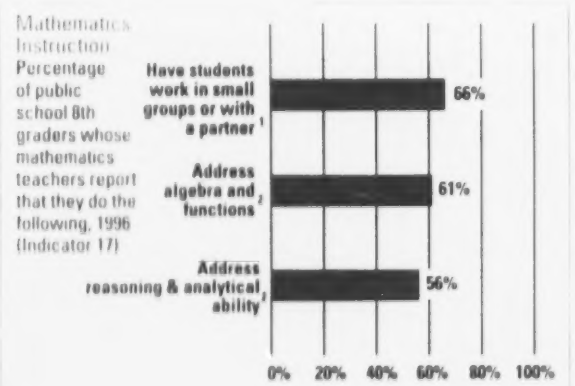
[1] Since the end of the previous school year.

BEST COPY AVAILABLE

	Georgia			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 5 Mathematics and Science (continued)								
17. Has the percentage of public school 8th graders whose mathematics teachers report that they								
• have students work in small groups or with a partner increased? (1996)	66%	—		66%	—		45-92%	—
• address algebra and functions increased? (1996)	61%	—		57%	—		45-82%	—
• address reasoning and analytical ability increased? (1996)	56%	—		52%	—		39-64%	—
18. Has the percentage of public school 8th graders who have computers available in their mathematics classrooms increased? (1996)	41%	—		30%	—		7-54%	—
19. Has the percentage of degrees awarded in mathematics and science to								
• all students increased? (1991 vs. 1995)	38%	40%	↑	39%	42%	↑	25-49%	15-53%
• minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1995)	44%	43%	↓	39%	40%	↑	22-64%	22-57%
• female students increased? (1991 vs. 1995)	33%	35%	↑	35%	37%	↑	23-46%	13-47%
GOAL 6 Adult Literacy and Lifelong Learning								
20. Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)	—	—		52%	—		46-77%	—
21. Has the percentage of U.S. citizens who report that they								
• registered to vote increased? (1988 vs. 1996)	62%	68%	↑	70%	71%	↑	58-95%	61-91%
• voted increased? (1988 vs. 1996)	50%	51%	↔	61%	58%	↓	50-74%	47-69%
22. Has postsecondary enrollment increased? (1992 vs. 1996)	54%	56%	↑	◆	◆		33-68%	40-73%

KEY

- ↑ Significantly better
- ↓ Significantly worse
- ↔ Interpret with caution: Change was not statistically significant *



[1] At least once a week
[2] On a 4-point scale from "none" to "a lot," defined as a response to the top point

• Indicators are not the same at the national and state levels
— Data not available
* See pages 243-244 for an explanation of statistical significance
See pages 14-17 for a Guide to Reading the State Pages
See Appendix B for technical notes and sources

BEST COPY AVAILABLE

	Georgia			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools								
23 Has student marijuana use decreased? (1991 vs. 1993)	11%	14%	↔	◆	◆		4-18%	7-21%
24 Has student alcohol use (5 or more drinks in a row) decreased? (1991 vs. 1993)	27%	25%	↔	◆	◆		17-43%	9-44%
25 Has the availability of drugs on school property decreased? (1993)	21%	—		◆	◆		11-31%	—
26 Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993)	9%	—		◆	◆		6-15%	—
27 Has the percentage of students involved in physical fights on school property decreased? (1993)	16%	—		◆	◆		13-39%	—
28 Has the percentage of students carrying weapons on school property decreased? (1993)	15%	—		◆	◆		8-18%	—
29 Has the percentage of students who do not feel safe at school decreased? (1993)	7%	—		◆	◆		3-23%	—
30 Has teacher victimization decreased? (1994)	15%	—		15%	—		8-26%	—
31 Have student disruptions that interfere with teaching decreased? (1991 vs. 1994)	37%	46%	↓	37%	46%	↓	23-60%	33-65%
GOAL 8 Parental Participation								
32 Has the percentage of schools with minimal parental involvement decreased, according to								
• public school teachers? (1991 vs. 1994)	30%	33%	↔	◆	◆		9-44%	13-50%
• public school principals? (1991 vs. 1994)	16%	16%	↔	◆	◆		4-22%	3-27%
33 Has the influence of parent associations on school policy increased? (1991 vs. 1994)	11%	14%	↔	◆	◆		8-37%	12-50%

KEY

↑ Significantly better

↓ Significantly worse

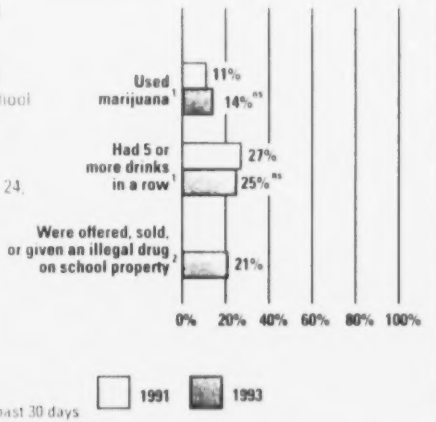
↔ Interpret with caution: Change was not statistically significant ❖

◆ Indicators are not the same at the national and state levels
— Data not available
* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
❖ See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

Alcohol and Drug-free Schools

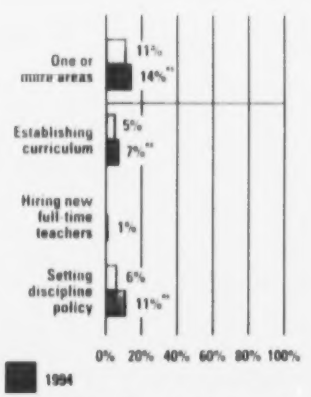
Percentage of public high school students who reported the following (Indicators 23, 24, & 25)



[1] During the past 30 days
[2] During the past 12 months
ns Interpret with caution: Change was not statistically significant

Parent School Partnerships

Percentage of public school principals who reported that the parent associations in their schools have influence[1] on the following areas of school policy (Indicator 33)



[1] On a 6-point scale from "no influence" to a "great deal of influence," defined as a response to the top two points
ns Interpret with caution: Change was not statistically significant

BEST COPY AVAILABLE

	Hawaii			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 1 Ready to Learn								
1. Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1996)	30%	24%	↑	37%	34%	↑	25-48%	24-45%
2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)	86%	81%	↔	75%	78%	↑	61-88%	71-87%
3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1996)	7%	7%	↔	7%	7%	↔	5-15%	5-14%
4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1996)	73%	84%	↑	76%	82%	↑	47-87%	55-90%
5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1997)	16	25	↑	■	■		◆ 16-68	15-95
GOAL 2 School Completion								
6. Has the high school completion rate increased? (1990 vs. 1996)	93%	93%	↔	86%	86%	↔	77-96%	79-95%
7. Has the high school dropout rate decreased? (1994 vs. 1995)	5%	5%	↔	■	■		3-10%	2-11%
GOAL 3 Student Achievement and Citizenship								
8. Has reading achievement improved in Grade 4? (1992 vs. 1994)	17%	19%	↔	29%	30%	↔	8-38%	8-41%
9. Has mathematics achievement improved								
• in Grade 4? (1992 vs. 1996)	15%	16%	↔	18%	21%	↑	5-27%	3-31%
• in Grade 8? (1990 vs. 1996)	12%	16%	↑	15%	24%	↑	1-27%	5-34%
10. Has science achievement improved in Grade 8? (1996)	15%	—		29%	—		5-41%	—

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution: Change was not statistically significant ❖

■ Comparable national data are not available

— Data not available

◆ Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.

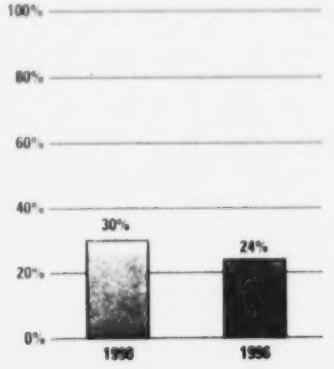
❖ See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.

Children's Health Index

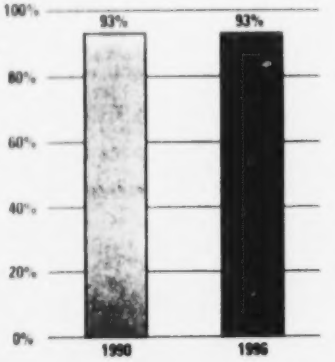
Percentage of infants born with 1 or more of 4 health risks[1] (Indicator 1)



[1] Risks are: late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion

Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.

[2] Includes traditional high school diploma and alternative credential.

BEST COPY AVAILABLE

	Hawaii			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)								
11. Has the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1998)	87	94	↑	55	88	↑	9-177	19-235
GOAL 4 Teacher Education and Professional Development								
12. Has the percentage of public secondary school teachers who hold								
• a degree in their main teaching assignment increased? (1991 vs. 1994)	62%	67%	↔	66%	63%	↓	51-85%	50-81%
• a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)	93%	89%	↔	94%	93%	↓	91-100%	89-100%
13. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)	88%	—		85%	—		76-98%	—
14. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)	41%	—		16%	—		4-81%	—
15. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)	34%	33%	↔	22%	27%	↑	6-42%	7-48%
GOAL 5 Mathematics and Science								
16. Has the state's international standing improved in								
• Grade 8 mathematics achievement? (1996)	27 out of 40 countries would be expected to score above Hawaii			20 out of 40 countries scored above the U.S.			6-38 countries	—
• Grade 8 science achievement? (1996)	26 out of 40 countries would be expected to score above Hawaii			9 out of 40 countries scored above the U.S.			1-38 countries	—

KEY

↑* Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant ❖

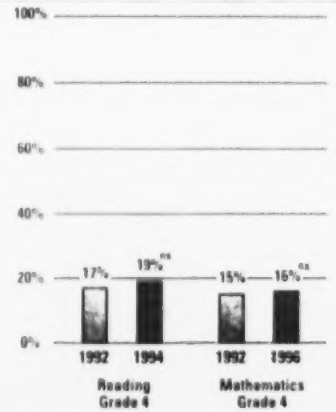
— Data not available

❖ See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)

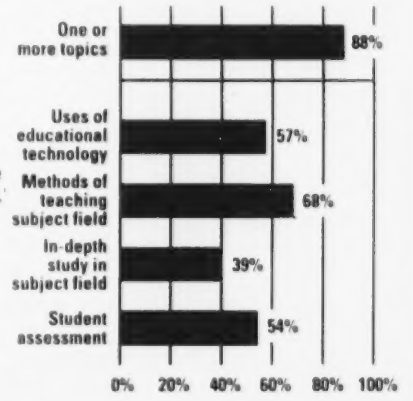


[1] A complete description of the performance standard can be found in Appendix B.

ns Interpret with caution. Change was not statistically significant.

Professional Development

Percentage of public school teachers participating in professional development programs on the following topics,[1] 1994 (Indicator 13)



[1] Since the end of the previous school year.

BEST COPY AVAILABLE

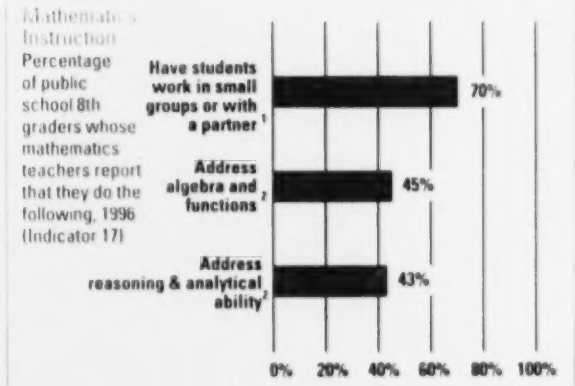
	Hawaii			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 5 Mathematics and Science (continued)								
17 Has the percentage of public school 8th graders whose mathematics teachers report that they								
• have students work in small groups or with a partner increased? (1996)	70%			66%			45-92%	—
• address algebra and functions increased? (1996)	45%	—		57%			45-82%	—
• address reasoning and analytical ability increased? (1996)	43%	—		52%			39-64%	—
18 Has the percentage of public school 8th graders who have computers available in their mathematics classrooms increased? (1996)	36%	—		30%	—		7-54%	—
19 Has the percentage of degrees awarded in mathematics and science to								
• all students increased? (1991 vs. 1995)	40%	40%	↔	39%	42%	↑	25-49%	15-53%
• minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1995)	47%	44%	↓	39%	40%	↑	22-64%	22-57%
• female students increased? (1991 vs. 1995)	37%	29%	↓	35%	37%	↑	23-46%	13-47%
GOAL 6 Adult Literacy and Lifelong Learning								
20 Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)	—	—		52%-	—		46-77%	—
21 Has the percentage of U.S. citizens who report that they								
• registered to vote increased? (1988 vs. 1996)	66%	61%	↔	70%	71%	↑	58-95%	61-91%
• voted increased? (1988 vs. 1996)	59%	47%	↔	61%	58%	↓	50-74%	47-69%
22 Has postsecondary enrollment increased? (1992 vs. 1996)	54%	59%	↑	◆	◆		33-68%	40-73%

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant ❖



◆ Indicators are not the same at the national and state levels. Data not available.

❖ See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.

1 At least once a week.

2 On a 4-point scale from "none" to "a lot," defined as a response to the top point.

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	Hawaii			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools								
23 Has student marijuana use decreased? (1993 vs. 1997)	17%	24%	↓	◆	◆		7-21%	12-35%
24 Has student alcohol use (5 or more drinks in a row) decreased? (1993 vs. 1997)	23%	25%	↔	◆	◆		9-44%	11-45%
25 Has the availability of drugs on school property decreased? (1993 vs. 1997)	26%	41%	↓	◆	◆		11-31%	15-42%
26 Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993 vs. 1997)	7%	6%	↔	◆	◆		6-15%	5-13%
27 Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1997)	14%	13%	↔	◆	◆		13-39%	11-34%
28 Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1997)	8%	6%	↔	◆	◆		8-18%	5-17%
29 Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1997)	7%	6%	↔	◆	◆		3-23%	3-13%
30 Has teacher victimization decreased? (1994)	11%	—		15%	—		8-26%	—
31 Have student disruptions that interfere with teaching decreased? (1991 vs. 1994)	49%	62%	↓	37%	46%	↓	23-60%	33-65%
GOAL 8 Parental Participation								
32 Has the percentage of schools with minimal parental involvement decreased, according to								
• public school teachers? (1991 vs. 1994)	32%	31%	↔	◆	◆		9-44%	13-50%
• public school principals? (1991 vs. 1994)	18%	13%	↔	◆	◆		4-22%	3-27%
33 Has the influence of parent associations on school policy increased? (1991 vs. 1994)	37%	33%	↔	◆	◆		8-37%	12-50%

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution: Change was not statistically significant *

◆ Indicators are not the same at the national and state levels

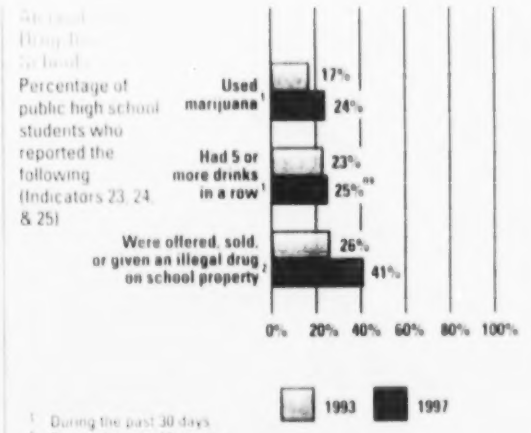
— Data not available

Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.

* See pages 241-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

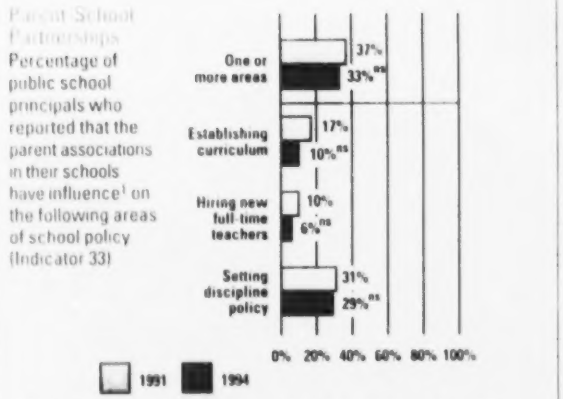
See Appendix B for technical notes and sources.



1 During the past 30 days.

2 During the past 12 months.

ns Interpret with caution: Change was not statistically significant.



1 On a 6 point scale from "no influence" to a "great deal of influence," defined as a response to the top two points.

ns Interpret with caution: Change was not statistically significant.

BEST COPY AVAILABLE

	Idaho			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 1 Ready to Learn								
1. Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1996)[1]	35%	33%	↑	37%	34%	↑	25-48%	24-45%
2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)	64%	72%	↔	75%	78%	↑	61-88%	71-87%
3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1996)	6%	6%	↔	7%	7%	↔	5-15%	5-14%
4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1996)	74%	79%	↑	76%	82%	↑	47-87%	55-90%
5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1997)	56	58	↑	■	■		16-68	15-95
GOAL 2 School Completion								
6. Has the high school completion rate increased? (1990 vs. 1996)	83%	87%	↔	86%	86%	↔	77-96%	79-95%
7. Has the high school dropout rate decreased? (1992 vs. 1995)	—	—		■	■		3-12%	2-11%
GOAL 3 Student Achievement and Citizenship								
8. Has reading achievement improved in Grade 4? (1992)	28%	—		29%	—		8-38%	—
9. Has mathematics achievement improved								
• in Grade 4? (1992)	16%	—		18%	—		5-27%	—
• in Grade 8? (1990 vs. 1992)	18%	22%	↔	15%	21%	↑	1-27%	1-31%
10. Has science achievement improved in Grade 8? (1996)	—	—		29%	—		5-41%	—

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant.*

■ Comparable national data are not available.

— Data not available.

[1] Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.

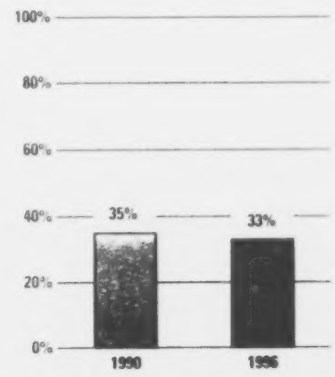
* See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.

Children's Health Index

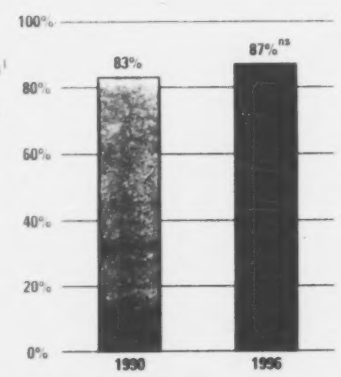
Percentage of infants born with 1 or more of 4 health risks[1] (Indicator 1)



[1] Risks are: late (or third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion

Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.

[2] Includes traditional high school diploma and alternative credential.

ns Interpret with caution. Change was not statistically significant.

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	Idaho			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)								
11 Has the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1998)	28	43	↑	55	88	↑	9-177	19-235
GOAL 4 Teacher Education and Professional Development								
12 Has the percentage of public secondary school teachers who hold								
• a degree in their main teaching assignment increased? (1991 vs. 1994)	62%	56%	↔	66%	63%	↓	51-85%	50-81%
• a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)	98%	96%	↔	94%	93%	↓	91-100%	89-100%
13 Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)	84%			85%			76-98%	
14 Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)	26%	—		16%	—		4-81%	—
15 Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)	19%	27%	↑	22%	27%	↑	6-42%	7-48%
GOAL 5 Mathematics and Science								
16 Has the state's international standing improved in								
• Grade 8 mathematics achievement? (1996)	—	—		20 out of 40 countries scored above the U.S.			6-38 countries	—
• Grade 8 science achievement? (1996)	—	—		9 out of 40 countries scored above the U.S.			1-38 countries	—

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant ✧

— Data not available

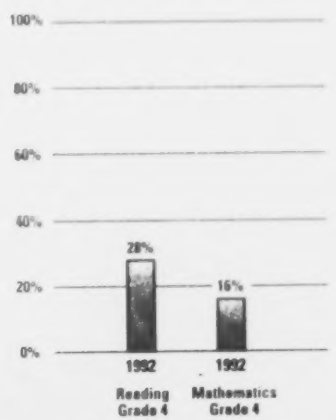
✧ See pages 241-243 for an explanation of statistical significance

See pages 14-17 for a Guide to Reading the State Pages

See Appendix B for technical notes and sources

Student Achievement

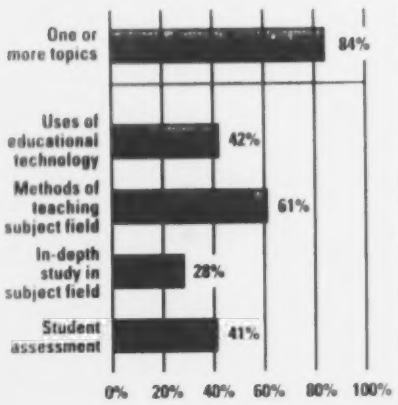
Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)



[1] A complete description of the performance standard can be found in Appendix B

Professional Development

Percentage of public school teachers participating in professional development programs on the following topics,[1] 1994 (Indicator 13)



[1] Since the end of the previous school year

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	Idaho			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 5 Mathematics and Science (continued)								
17 Has the percentage of public school 8th graders whose mathematics teachers report that they								
• have students work in small groups or with a partner increased? (1996)	—	—		66%	—		45-92%	—
• address algebra and functions increased? (1996)	—	—		57%	—		45-82%	—
• address reasoning and analytical ability increased? (1996)	—	—		52%	—		39-64%	—
18 Has the percentage of public school 8th graders who have computers available in their mathematics classrooms increased? (1996)	—	—		30%	—		7-54%	—
19 Has the percentage of degrees awarded in mathematics and science to								
• all students increased? (1991 vs. 1995)	34%	38%	↑	39%	42%	↑	25-49%	15-53%
• minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1995)	43%	39%	↓	39%	40%	↑	22-64%	22-57%
• female students increased? (1991 vs. 1995)	29%	31%	↑	35%	37%	↑	23-46%	13-47%
GOAL 6 Adult Literacy and Lifelong Learning								
20 Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)	—	—		52%	—		46-77%	—
21 Has the percentage of U.S. citizens who report that they								
• registered to vote increased? (1988 vs. 1996)	72%	71%	↔	70%	71%	↑	58-95%	61-91%
• voted increased? (1988 vs. 1996)	66%	62%	↔	61%	58%	↓	50-74%	47-69%
22 Has postsecondary enrollment increased? (1992 vs. 1996)	49%	46%	↓	◆	◆		33-68%	40-73%

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution: Change was not statistically significant ◆

• Indicators are not the same at the national and state levels

— Data not available

◆ See pages 243-244 for an explanation of statistical significance

See pages 14-17 for a Guide to Reading the State Pages

See Appendix B for technical notes and sources

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	Idaho			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools								
23 Has student marijuana use decreased? (1991 vs. 1993)	10%	13%	↔	◆	◆		4-18%	7-21%
24 Has student alcohol use (5 or more drinks in a row) decreased? (1991 vs. 1993)	30%	31%	↔	◆	◆		17-43%	9-44%
25 Has the availability of drugs on school property decreased? (1993)	24%	—		◆	◆		11-31%	—
26 Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993)	8%	—		◆	◆		6-15%	—
27 Has the percentage of students involved in physical fights on school property decreased? (1993)	17%	—		◆	◆		13-39%	—
28 Has the percentage of students carrying weapons on school property decreased? (1993)	14%	—		◆	◆		8-18%	—
29 Has the percentage of students who do not feel safe at school decreased? (1993)	5%	—		◆	◆		3-23%	—
30 Has teacher victimization decreased? (1994)	11%	—		15%	—		8-26%	—
31 Have student disruptions that interfere with teaching decreased? (1991 vs. 1994)	32%	46%	↓	37%	46%	↓	23-60%	33-65%
GOAL 8 Parental Participation								
32 Has the percentage of schools with minimal parental involvement decreased, according to								
• public school teachers? (1991 vs. 1994)	16%	19%	↔	◆	◆		9-44%	13-50%
• public school principals? (1991 vs. 1994)	7%	9%	↔	◆	◆		4-22%	3-27%
33 Has the influence of parent associations on school policy increased? (1991 vs. 1994)	12%	21%	↑	◆	◆		8-37%	12-50%

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution: Change was not statistically significant*

◆ Indicators are not the same at the national and state levels

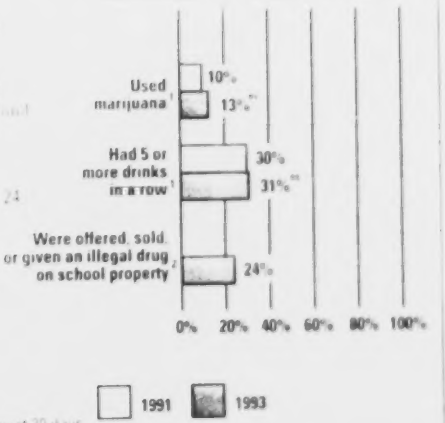
— Data not available

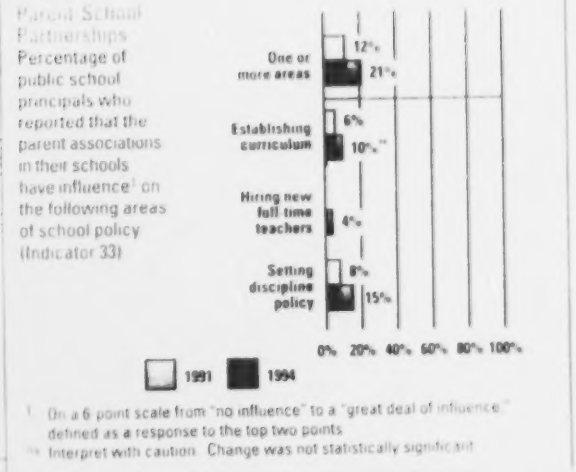
Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.

* See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.


Alcohol- and Drug-free Schools
Percentage of public high school students who reported the following (Indicators 23, 24, & 25)
Used marijuana[1]
10%
13%**
Had 5 or more drinks in a row[1]
30%
31%**
Were offered, sold, or given an illegal drug on school property[2]
24%
0% 20% 40% 60% 80% 100%
1991
1993
1. During the past 30 days.
2. During the past 12 months.
** Interpret with caution: Change was not statistically significant.


Parent-School Partnerships
Percentage of public school principals who reported that the parent associations in their schools have influence[1] on the following areas of school policy (Indicator 33)
One or more areas
12%
21%
Establishing curriculum
6%
10%**
Hiring new full-time teachers
4%
Setting discipline policy
8%
15%
0% 20% 40% 60% 80% 100%
1991
1994
1. On a 6-point scale from "no influence" to a "great deal of influence" defined as a response to the top two points.
** Interpret with caution: Change was not statistically significant.

ILLINOIS

	Illinois			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 1 Ready to Learn								
1 Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1996)	35%	33%	↑	37%	34%	↑	25-48%	24-45%
2 Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)	68%	76%	↑	75%	78%	↑	61-88%	71-87%
3 Has the percentage of infants born at low birthweight decreased? (1990 vs. 1996)	8%	8%	↔	7%	7%	↔	5-15%	5-14%
4 Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1996)	78%	82%	↑	76%	82%	↑	47-87%	55-90%
5 Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1997)	53	50	↓	■	■		16-68	15-95
GOAL 2 School Completion								
6 Has the high school completion rate increased? (1990 vs. 1996)	85%	89%	↑	86%	86%	↔	77-96%	79-95%
7 Has the high school dropout rate decreased? (1992 vs. 1995)	—	—		■	■		3-12%	2-11%
GOAL 3 Student Achievement and Citizenship								
8 Has reading achievement improved in Grade 4? (1992 vs. 1994)	—	—		29%	30%	↔	8-38%	8-41%
9 Has mathematics achievement improved								
• in Grade 4? (1992 vs. 1996)	—	—		18%	21%	↑	5-27%	3-31%
• in Grade 8? (1990 vs. 1996)	—	—		15%	24%	↑	1-27%	5-34%
10 Has science achievement improved in Grade 8? (1996)	—			29%			5-41%	—

KEY

↑ Significantly better

↓ Significantly worse

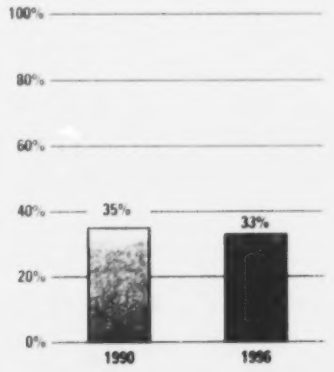
↔ Interpret with caution: Change was not statistically significant ❖

■ Comparable national data are not available.
— Data not available.
* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
❖ See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

Children's Health Index

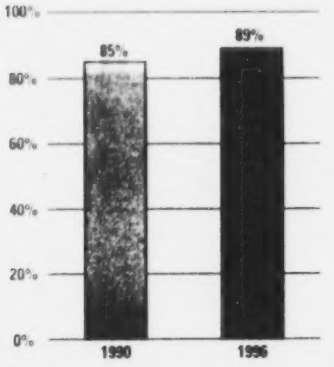
Percentage of infants born with 1 or more of 4 health risks[1] (Indicator 1)



[1] Risks are: late (in third trimester) or no prenatal care; low maternal weight gain (less than 21 pounds); mother smoked during pregnancy; or mother drank alcohol during pregnancy.

High School Completion

Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

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ILLINOIS

	Illinois			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)								
11. Has the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1998)	61	93	↑	55	88	↑	9-177	19-235
GOAL 4 Teacher Education and Professional Development								
12. Has the percentage of public secondary school teachers who hold								
• a degree in their main teaching assignment increased? (1991 vs. 1994)	69%	72%	↔	66%	63%	↓	51-85%	50-81%
• a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)	96%	96%	↔	94%	93%	↓	91-100%	89-100%
13. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)	81%	—		85%	—		76-98%	—
14. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)	19%	—		16%	—		4-81%	—
15. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)	18%	20%	↔	22%	27%	↑	6-42%	7-48%
GOAL 5 Mathematics and Science								
16. Has the state's international standing improved in								
• Grade 8 mathematics achievement? (1996)	—	—		20 out of 40 countries scored above the U.S.			6-38 countries	—
• Grade 8 science achievement? (1996)	—	—		9 out of 40 countries scored above the U.S.			1-38 countries	—

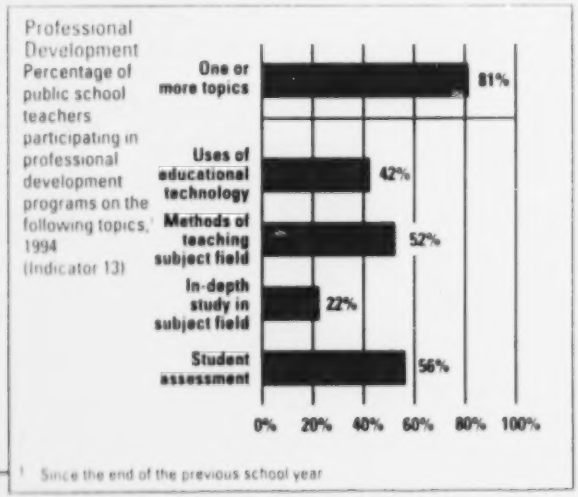
KEY

- ↑ Significantly better
- ↓ Significantly worse
- ↔ Interpret with caution. Change was not statistically significant.*

— Data not available.

* See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.



[1] Since the end of the previous school year

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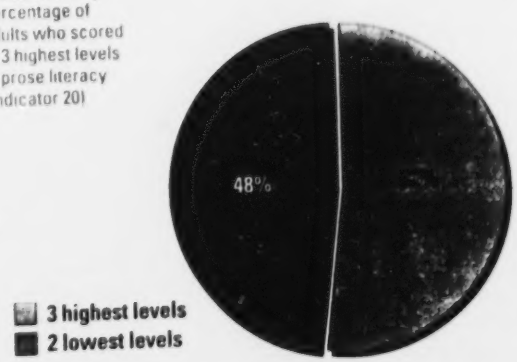
ILLINOIS

	Illinois			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 5 Mathematics and Science (continued)								
17 Has the percentage of public school 8th graders whose mathematics teachers report that they								
• have students work in small groups or with a partner increased? (1996)	—	—		66%	—		45-92%	—
• address algebra and functions increased? (1996)	—	—		57%	—		45-82%	—
• address reasoning and analytical ability increased? (1996)	—	—		52%	—		39-64%	—
18 Has the percentage of public school 8th graders who have computers available in their mathematics classrooms increased? (1996)	—	—		30%	—		7-54%	—
19 Has the percentage of degrees awarded in mathematics and science to								
• all students increased? (1991 vs. 1995)	39%	39%	↔	39%	42%	↑	25-49%	15-53%
• minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1995)	36%	36%	↔	39%	40%	↑	22-64%	22-57%
• female students increased? (1991 vs. 1995)	35%	34%	↓	35%	37%	↑	23-46%	13-47%
GOAL 6 Adult Literacy and Lifelong Learning								
20 Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)	52%	—		52%	—		46-77%	—
21 Has the percentage of U.S. citizens who report that they								
• registered to vote increased? (1988 vs. 1996)	73%	72%	↔	70%	71%	↑	58-95%	61-91%
• voted increased? (1988 vs. 1996)	64%	59%	↔	61%	58%	↓	50-74%	47-69%
22 Has postsecondary enrollment increased? (1992 vs. 1996)	63%	61%	↓	◆	◆		33-68%	40-73%

KEY

- ↑ Significantly better
- ↓ Significantly worse
- ↔ Interpret with caution. Change was not statistically significant ❖

Adult Literacy
Percentage of adults who scored at 3 highest levels in prose literacy (Indicator 20)



◆ Indicators are not the same at the national and state levels
— Data not available
❖ See pages 243-244 for an explanation of statistical significance
See pages 14-17 for a Guide to Reading the State Pages
See Appendix B for technical notes and sources

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ILLINOIS

	Illinois			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools								
23. Has student marijuana use decreased? (1993 vs. 1995)	14%	25%	↓	◆	◆		7-21%	7-32%
24. Has student alcohol use (5 or more drinks in a row) decreased? (1993 vs. 1995)	28%	30%	↔	◆	◆		9-44%	13-43%
25. Has the availability of drugs on school property decreased? (1993 vs. 1995)	19%	31%	↓	◆	◆		11-31%	20-46%
26. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993 vs. 1995)	8%	9%	↔	◆	◆		6-15%	4-11%
27. Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1995)	18%	16%	↔	◆	◆		13-39%	12-19%
28. Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1995)	10%	9%	↔	◆	◆		8-18%	7-14%
29. Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1995)	7%	6%	↔	◆	◆		3-23%	3-16%
30. Has teacher victimization decreased? (1994)	12%	—		15%			8-26%	—
31. Have student disruptions that interfere with teaching decreased? (1991 vs. 1994)	40%	49%	↓	37%	46%	↓	23-60%	33-65%
GOAL 8 Parental Participation								
32. Has the percentage of schools with minimal parental involvement decreased, according to								
• public school teachers? (1991 vs. 1994)	27%	25%	↔	◆	◆		9-44%	13-50%
• public school principals? (1991 vs. 1994)	15%	14%	↔	◆	◆		4-22%	3-27%
33. Has the influence of parent associations on school policy increased? (1991 vs. 1994)	18%	22%	↔	◆	◆		8-37%	12-50%

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant *

◆ Indicators are not the same at the national and state levels

— Data not available

Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.

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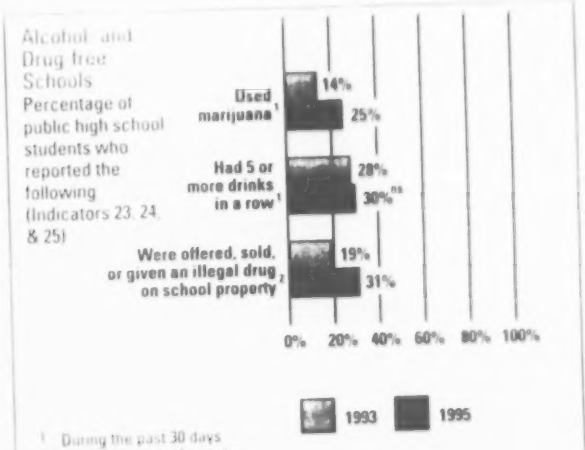
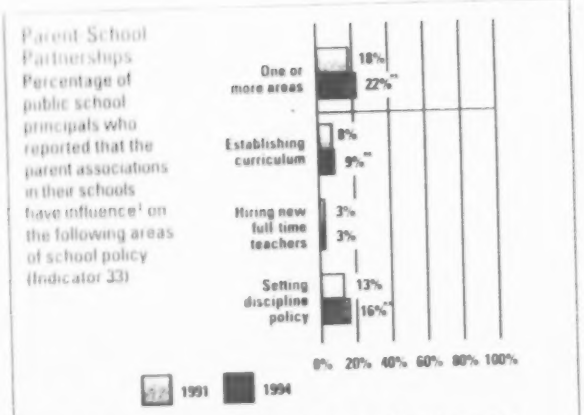


1 During the past 30 days.

2 During the past 12 months.

ns Interpret with caution. Change was not statistically significant.



1 On a 6-point scale from "no influence" to a "great deal of influence," defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

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INDIANA

	Indiana			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 1 Ready to Learn								
1. Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1996)*	—	—		37%	34%	↑	25-48%	24-45%
2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)	74%	74%	↔	75%	78%	↑	61-88%	71-87%
3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1996)	7%	8%	↓	7%	7%	↔	5-15%	5-14%
4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1996)	78%	80%	↑	76%	82%	↑	47-87%	55-90%
5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1997)	30	52	↑	■	■		16-68	15-95
GOAL 2 School Completion								
6. Has the high school completion rate increased? (1990 vs. 1996)	89%	86%	↔	86%	86%	↔	77-96%	79-95%
7. Has the high school dropout rate decreased? (1995)	5%	—		■	■		2-11%	—
GOAL 3 Student Achievement and Citizenship								
8. Has reading achievement improved in Grade 4? (1992 vs. 1994)	30%	33%	↔	29%	30%	↔	8-38%	8-41%
9. Has mathematics achievement improved								
• in Grade 4? (1992 vs. 1996)	16%	24%	↑	18%	21%	↑	5-27%	3-31%
• in Grade 8? (1990 vs. 1996)	17%	24%	↑	15%	24%	↑	1-27%	5-34%
10. Has science achievement improved in Grade 8? (1996)	30%	—		29%	—		5-41%	—

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution: Change was not statistically significant*

■ Comparable national data are not available.

— Data not available.

* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.

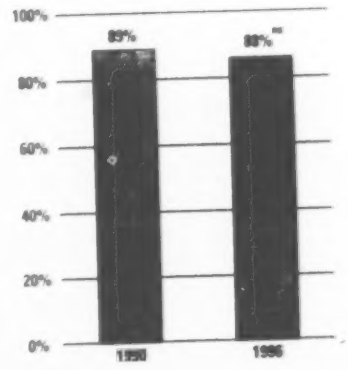
* See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.

High School Completion

Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



1 Does not include those still in high school.

2 Includes traditional high school diploma and alternative credential.

ns Interpret with caution: Change was not statistically significant.

INDIANA

	Indiana			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)								
11 Has the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1998)	20	44	↑	55	88	↑	9-177	19-235
GOAL 4 Teacher Education and Professional Development								
12 Has the percentage of public secondary school teachers who hold								
• a degree in their main teaching assignment increased? (1991 vs. 1994)	73%	70%	↔	66%	63%	↓	51-85%	50-81%
• a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)	99%	98%	↔	94%	93%	↓	91-100%	89-100%
13 Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)	80%	—		85%	—		76-98%	—
14 Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)	6%	—		16%	—		4-81%	—
15 Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)	14%	22%	↑	22%	27%	↑	6-42%	7-48%
GOAL 5 Mathematics and Science								
16 Has the state's international standing improved in								
• Grade 8 mathematics achievement? (1996)	12 out of 40 countries would be expected to score above Indiana			20 out of 40 countries scored above the U.S.			6-38 countries	—
• Grade 8 science achievement? (1996)	3 out of 40 countries would be expected to score above Indiana			9 out of 40 countries scored above the U.S.			1-38 countries	—

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant *

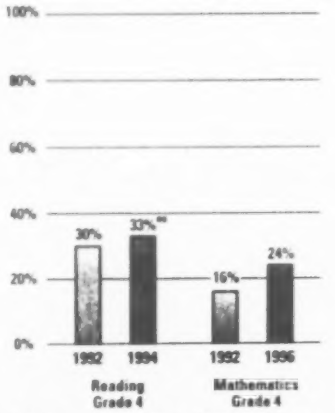
— Data not available

* See pages 243-244 for an explanation of statistical significance

See pages 14-17 for a Guide to Reading the State Pages
See Appendix B for technical notes and sources

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)

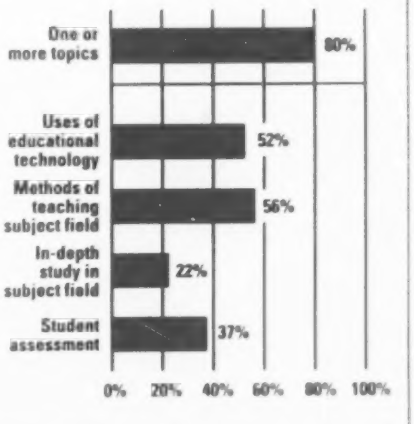


[1] A complete description of the performance standard can be found in Appendix B.

** Interpret with caution. Change was not statistically significant.

Professional Development

Percentage of public school teachers participating in professional development programs on the following topics, 1994 (Indicator 13)



[1] Since the end of the previous school year.

INDIANA

	Indiana			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 5 Mathematics and Science (continued)								
17 Has the percentage of public school 8th graders whose mathematics teachers report that they								
• have students work in small groups or with a partner increased? (1996)	62%	—		66%	—		45-92%	—
• address algebra and functions increased? (1996)	52%	—		57%	—		45-82%	—
• address reasoning and analytical ability increased? (1996)	43%	—		52%	—		39-64%	—
18 Has the percentage of public school 8th graders who have computers available in their mathematics classrooms increased? (1996)	23%	—		30%	—		7-54%	—
19 Has the percentage of degrees awarded in mathematics and science to								
• all students increased? (1991 vs. 1995)	40%	42%	↑	39%	42%	↑	25-49%	15-53%
• minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1995)	39%	40%	↑	39%	40%	↑	22-64%	22-57%
• female students increased? (1991 vs. 1995)	34%	37%	↑	35%	37%	↑	23-46%	13-47%
GOAL 6 Adult Literacy and Lifelong Learning								
20 Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)	58%	—		52%	—		46-77%	—
21 Has the percentage of U.S. citizens who report that they								
• registered to vote increased? (1988 vs. 1996)	69%	69%	↔	70%	71%	↑	58-95%	61-91%
• voted increased? (1988 vs. 1996)	61%	57%	↔	61%	58%	↓	50-74%	47-69%
22 Has postsecondary enrollment increased? (1992 vs. 1996)	51%	58%	↑	◆	◆		33-68%	40-73%

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant ✧

◆ Indicators are not the same at the national and state levels

— Data not available

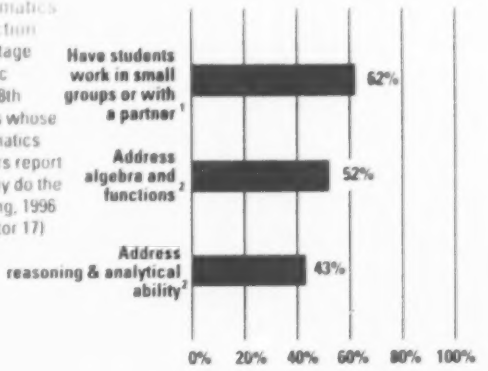
✧ See pages 243-244 for an explanation of statistical significance

See pages 14-17 for a Guide to Reading the State Pages

See Appendix B for technical notes and sources

Mathematics Instruction

Percentage of public school 8th graders whose mathematics teachers report that they do the following, 1996 (Indicator 17)

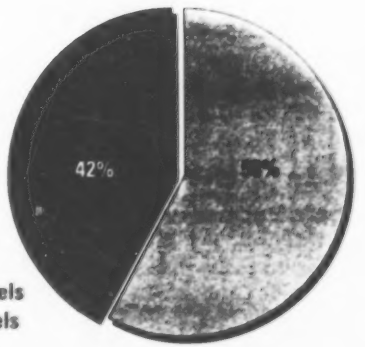


1 At least once a week

2 On a 4-point scale from "none" to "a lot," defined as a response to the top point

Adult Literacy

Percentage of adults who scored at 3 highest levels in prose literacy (Indicator 20)



INDIANA

	Indiana			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools								
23 Has student marijuana use decreased? (1991 vs. 1997)	—	—		◆	◆		4-18%	12-35%
24 Has student alcohol use (5 or more drinks in a row) decreased? (1991 vs. 1997)	—	—		◆	◆		17-43%	11-45%
25 Has the availability of drugs on school property decreased? (1993 vs. 1997)	—	—		◆	◆		11-31%	15-42%
26 Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993 vs. 1997)	—	—		◆	◆		6-15%	5-13%
27 Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1997)	—	—		◆	◆		13-39%	11-34%
28 Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1997)	—	—		◆	◆		8-18%	5-17%
29 Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1997)	—	—		◆	◆		3-23%	3-13%
30 Has teacher victimization decreased? (1994)	16%	—		15%	—		8-26%	—
31 Have student disruptions that interfere with teaching decreased? (1991 vs. 1994)	38%	45%	↓	37%	46%	↓	23-60%	33-65%
GOAL 8 Parental Participation								
32 Has the percentage of schools with minimal parental involvement decreased, according to								
• public school teachers? (1991 vs. 1994)	27%	25%	↔	◆	◆		9-44%	13-50%
• public school principals? (1991 vs. 1994)	19%	9%	↑	◆	◆		4-22%	3-27%
33 Has the influence of parent associations on school policy increased? (1991 vs. 1994)	14%	20%	↔	◆	◆		8-37%	12-50%

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant ◆

◆ Indicators are not the same at the national and state levels

— Data not available

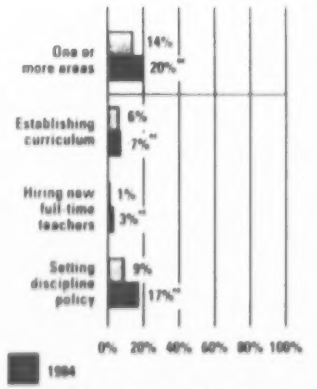
* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.

◆ See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

Parent School Partnerships

Percentage of public school principals who reported that the parent associations in their schools have influence[1] on the following areas of school policy (Indicator 33)



[1] On a 6 point scale from "no influence" to a "great deal of influence," defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

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IOWA

	Iowa			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 1 Ready to Learn								
1 Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1996)	39%	36%	↑	37%	34%	↑	25.48%	24.45%
2 Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)	81%	76%	↔	75%	78%	↑	61.88%	71.87%
3 Has the percentage of infants born at low birthweight decreased? (1990 vs. 1996)	5%	6%	↓	7%	7%	↔	5.15%	5.14%
4 Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1996)	85%	87%	↑	76%	82%	↑	47.87%	55.90%
5 Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1997)	45	52	↑	■	■		16.68	15.95
GOAL 2 School Completion								
6 Has the high school completion rate increased? (1990 vs. 1996)	95%	89%	↓	86%	86%	↔	77.96%	79.95%
7 Has the high school dropout rate decreased? (1994 vs. 1995)	3%	3%	↔	■	■		3.10%	2.11%
GOAL 3 Student Achievement and Citizenship								
8 Has reading achievement improved in Grade 4? (1992 vs. 1994)	36%	35%	↔	29%	30%	↔	8.38%	8.41%
9 Has mathematics achievement improved								
• in Grade 4? (1992 vs. 1996)	26%	22%	↔	18%	21%	↑	5.27%	3.31%
• in Grade 8? (1990 vs. 1996)	25%	31%	↑	15%	24%	↑	1.27%	5.34%
10 Has science achievement improved in Grade 8? (1996)	36%			29%			5.41%	

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change not statistically significant ✧

■ Comparable statistical data are not available

Data not available

Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.

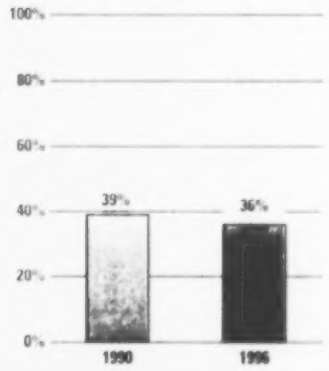
✧ See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.

Children's Health Index

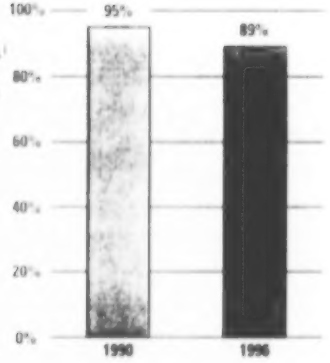
Percentage of infants born with 1 or more of 4 health risks[1] (Indicator 1)



[1] Risks are: late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion

Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.

[2] Includes traditional high school diploma and alternative credential.

	Iowa			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)								
11 Has the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1998)	19	34	↑	55	88	↑	9-177	19-235
GOAL 4 Teacher Education and Professional Development								
12 Has the percentage of public secondary school teachers who hold								
• a degree in their main teaching assignment increased? (1991 vs. 1994)	71%	70%	↔	66%	63%	↓	51-85%	50-81%
• a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)	99%	98%	↔	94%	93%	↓	91-100%	89-100%
13 Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)	89%	—		85%	—		76-98%	—
14 Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)	15%			16%			4-81%	
15 Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)	11%	13%	↔	22%	27%	↑	6-42%	7-48%
GOAL 5 Mathematics and Science								
16 Has the state's international standing improved in								
• Grade 8 mathematics achievement? (1996)	6 out of 40 countries would be expected to score above Iowa			20 out of 40 countries scored above the U.S.			6-38 countries	—
• Grade 8 science achievement? (1996)	1 out of 40 countries would be expected to score above Iowa			9 out of 40 countries scored above the U.S.			1-38 countries	—

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution: Change was not statistically significant ❖

— Data not available

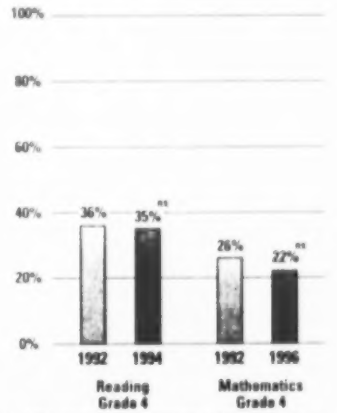
❖ See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)

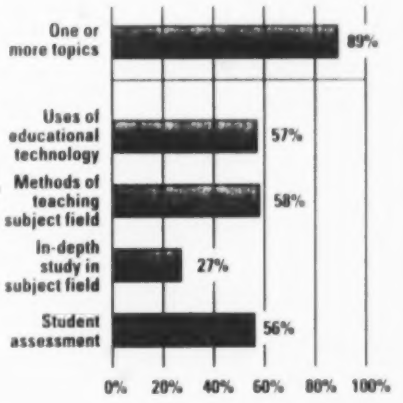


[1] A complete description of the performance standard can be found in Appendix B.

ns Interpret with caution: Change was not statistically significant.

Professional Development

Percentage of public school teachers participating in professional development programs on the following topics,[1] 1994 (Indicator 13)



[1] Since the end of the previous school year.

IOWA

	Iowa			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 5 Mathematics and Science (continued)								
17. Has the percentage of public school 8th graders whose mathematics teachers report that they								
• have students work in small groups or with a partner increased? (1996)	60%	—		66%	—		45-92%	—
• address algebra and functions increased? (1996)	55%	—		57%	—		45-82%	—
• address reasoning and analytical ability increased? (1996)	44%	—		52%	—		39-64%	—
18. Has the percentage of public school 8th graders who have computers available in their mathematics classrooms increased? (1996)	32%	—		30%	—		7-54%	—
19. Has the percentage of degrees awarded in mathematics and science to								
• all students increased? (1991 vs. 1995)	33%	37%	↑	39%	42%	↑	25-49%	15-53%
• minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1995)	32%	37%	↑	39%	40%	↑	22-64%	22-57%
• female students increased? (1991 vs. 1995)	28%	32%	↑	35%	37%	↑	23-46%	13-47%
GOAL 6 Adult Literacy and Lifelong Learning								
20. Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)	61%	—		52%	—		46-77%	—
21. Has the percentage of U.S. citizens who report that they								
• registered to vote increased? (1988 vs. 1996)	73%	75%	↔	70%	71%	↑	58-95%	61-91%
• voted increased? (1988 vs. 1996)	64%	63%	↔	61%	58%	↓	50-74%	47-69%
22. Has postsecondary enrollment increased? (1992 vs. 1996)	64%	64%'	↓	◆	◆		33-68%	40-73%

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant *

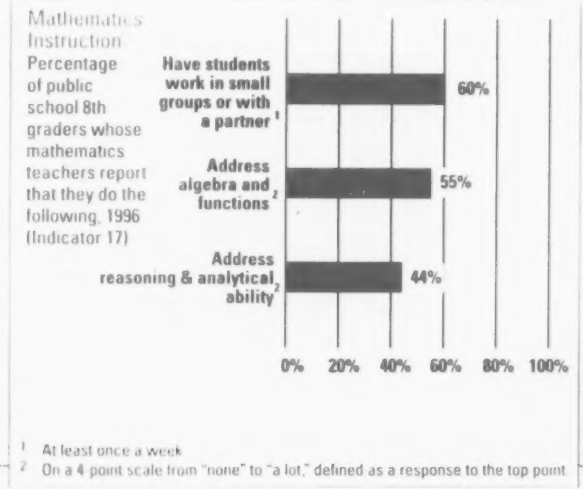
◆ Indicators are not the same at the national and state levels

— Data not available

' The nonrounded values for indicator 22 in 1992 and 1996 were 63.8 and 63.7, respectively.

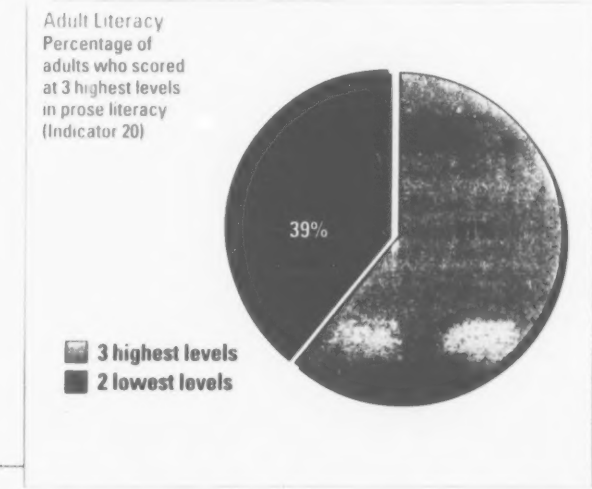
* See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.



[1] At least once a week

[2] On a 4 point scale from "none" to "a lot," defined as a response to the top point


Adult Literacy
Percentage of adults who scored at 3 highest levels in prose literacy (Indicator 20)
39%
3 highest levels
2 lowest levels

IOWA

	Iowa			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools								
23. Has student marijuana use decreased? (1997) *	18%	—		◆	◆		12-35%	—
24. Has student alcohol use (5 or more drinks in a row) decreased? (1997) *	38%	—		◆	◆		11-45%	—
25. Has the availability of drugs on school property decreased? (1997) *	23%	—		◆	◆		15-42%	—
26. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1997) *	7%	—		◆	◆		5-13%	—
27. Has the percentage of students involved in physical fights on school property decreased? (1997) *	14%	—		◆	◆		11-34%	—
28. Has the percentage of students carrying weapons on school property decreased? (1997) *	9%	—		◆	◆		5-17%	—
29. Has the percentage of students who do not feel safe at school decreased? (1997)	3%	—		◆	◆		3-13%	—
30. Has teacher victimization decreased? (1994)	11%	—		15%	—		8-26%	—
31. Have student disruptions that interfere with teaching decreased? (1991 vs. 1994)	31%	48%	↓	37%	46%	↓	23-60%	33-65%
GOAL 8 Parental Participation								
32. Has the percentage of schools with minimal parental involvement decreased, according to								
• public school teachers? (1991 vs. 1994)	15%	18%	↔	◆	◆		9-44%	13-50%
• public school principals? (1991 vs. 1994)	8%	7%	↔	◆	◆		4-22%	3-27%
33. Has the influence of parent associations on school policy increased? (1991 vs. 1994)	12%	23%	↑	◆	◆		8-37%	12-50%

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution: Change was not statistically significant *

Indicators are not the same at the national and state levels.
◆ Data not available.
Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
See pages 243-244 for an explanation of statistical significance.
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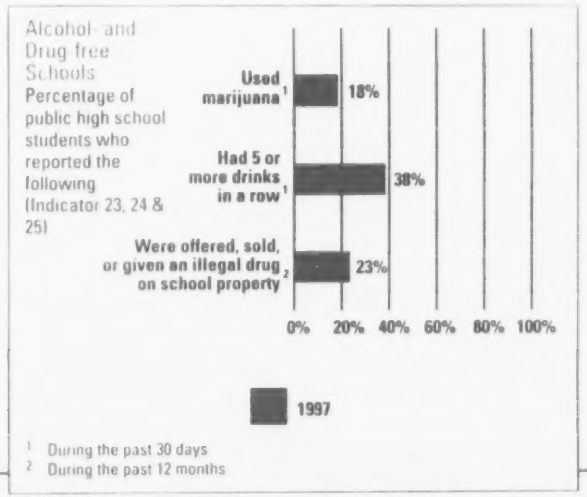
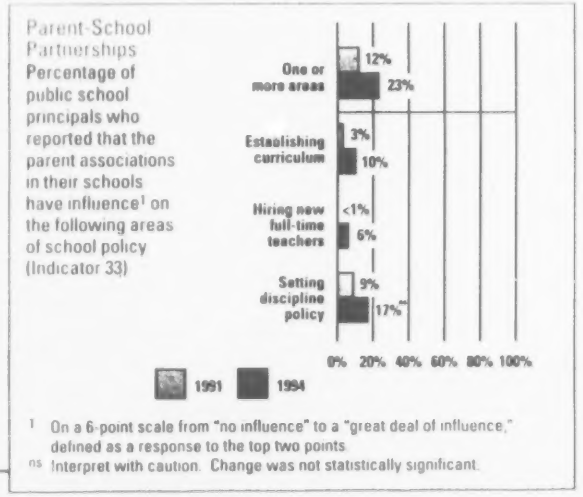

Alcohol- and Drug-free Schools
Percentage of public high school students who reported the following (Indicator 23, 24 & 25)
Used marijuana[1]
18%
Had 5 or more drinks in a row[1]
38%
Were offered, sold, or given an illegal drug on school property[2]
23%
0% 20% 40% 60% 80% 100%
1997
1 During the past 30 days
2 During the past 12 months


Parent-School Partnerships
Percentage of public school principals who reported that the parent associations in their schools have influence[1] on the following areas of school policy (Indicator 33)
One or more areas
12%
23%
Establishing curriculum
3%
10%
Hiring new full-time teachers
<1%
6%
Setting discipline policy
9%
17% ns
0% 20% 40% 60% 80% 100%
1991
1994
1 On a 6-point scale from "no influence" to a "great deal of influence," defined as a response to the top two points.
ns Interpret with caution. Change was not statistically significant.

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KANSAS

	Kansas			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 1 Ready to Learn								
1. Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1996)	32%	32%	↔	37%	34%	↑	25.48%	24.45%
2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)	82%	82%	↔	75%	78%	↑	61.88%	71.87%
3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1996)	6%	7%	↓	7%	7%	↔	5.15%	5.14%
4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1996)	81%	86%	↑	76%	82%	↑	47.87%	55.90%
5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1997)	33	58	↑	■	■		16.68	15.95
GOAL 2 School Completion								
6. Has the high school completion rate increased? (1990 vs. 1996)	93%	92%	↔	86%	86%	↔	77.96%	79.95%
7. Has the high school dropout rate decreased? (1993 vs. 1995)	5%	5%	↔	■	■		2.10%	2.11%
GOAL 3 Student Achievement and Citizenship								
8. Has reading achievement improved in Grade 4? (1992 vs. 1994)	—	—		29%	30%	↔	8.38%	8.41%
9. Has mathematics achievement improved								
• in Grade 4? (1992 vs. 1996)	—	—		18%	21%	↑	5.27%	3.31%
• in Grade 8? (1990 vs. 1996)	—	—		15%	24%	↑	1.27%	5.34%
10. Has science achievement improved in Grade 8? (1996)	—	—		29%	—		5.41%	—

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution: Change was not statistically significant ❖

■ Comparable national data are not available.

— Data not available.

Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.

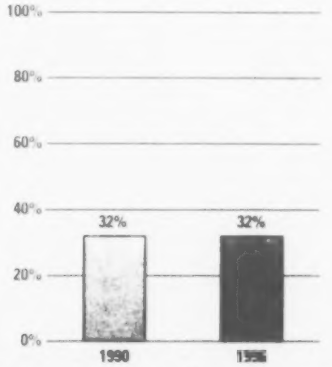
❖ See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.

Child Health Data

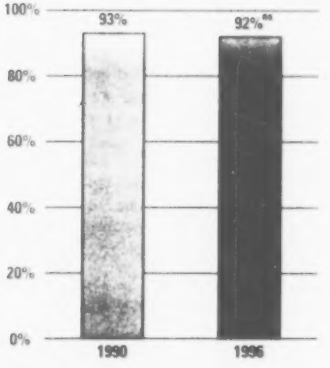
Percentage of infants born with 1 or more of 4 health risks[1] (Indicator 1)



[1] Risks are: late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion

Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.

[2] Includes traditional high school diploma and alternative credential.

ns Interpret with caution: Change was not statistically significant.

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KANSAS

	Kansas			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)								
11 Has the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1998)	22	31	↑	55	88	↑	9-177	19-235
GOAL 4 Teacher Education and Professional Development								
12 Has the percentage of public secondary school teachers who hold								
• a degree in their main teaching assignment increased? (1991 vs. 1994)	62%	60%	↔	66%	63%	↓	51-85%	50-81%
• a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)	99%	99%	↔	94%	93%	↓	91-100%	89-100%
13 Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)	89%	—		85%	—		76-98%	—
14 Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)	16%	—		16%	—		4-81%	—
15 Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)	17%	19%	↔	22%	27%	↑	6-42%	7-48%
GOAL 5 Mathematics and Science								
16 Has the state's international standing improved in								
• Grade 8 mathematics achievement? (1996)	—	—		20 out of 40 countries scored above the U.S.			6-38 countries	—
• Grade 8 science achievement? (1996)	—	—		9 out of 40 countries scored above the U.S.			1-38 countries	—

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant *

— Data not available

* See pages 243-244 for an explanation of statistical significance.

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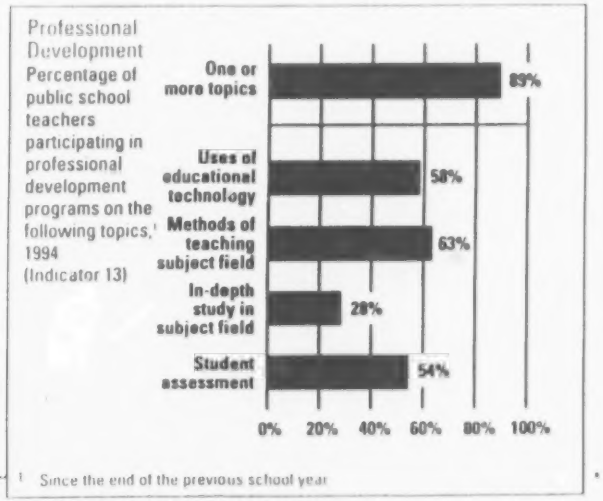

KANSAS

	Kansas			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 5 Mathematics and Science (continued)								
17 Has the percentage of public school 8th graders whose mathematics teachers report that they								
• have students work in small groups or with a partner increased? (1996)	—	—		66%	—		45-92%	—
• address algebra and functions increased? (1996)	—	—		57%	—		45-82%	—
• address reasoning and analytical ability increased? (1996)	—	—		52%	—		39-64%	—
18 Has the percentage of public school 8th graders who have computers available in their mathematics classrooms increased? (1996)	—	—		30%	—		7-54%	—
19 Has the percentage of degrees awarded in mathematics and science to								
• all students increased? (1991 vs. 1995)	36%	39%	↑	39%	42%	↑	25-49%	15-53%
• minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1995)	35%	36%	↑	39%	40%	↑	22-64%	22-57%
• female students increased? (1991 vs. 1995)	32%	32%	↔	35%	37%	↑	23-46%	13-47%
GOAL 6 Adult Literacy and Lifelong Learning								
20 Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)	—	—		52%	—		46-77%	—
21 Has the percentage of U.S. citizens who report that they								
• registered to vote increased? (1988 vs. 1996)	69%	70%	↔	70%	71%	↑	58-95%	61-91%
• voted increased? (1988 vs. 1996)	62%	63%	↔	61%	58%	↓	50-74%	47-69%
22 Has postsecondary enrollment increased? (1992 vs. 1996)	58%	62%	↑	◆	◆		33-68%	40-73%

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant ◆

◆ Indicators are not the same at the national and state levels

— Data not available

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See Appendix B for technical notes and sources

KANSAS

	Kansas			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools								
23 Has student marijuana use decreased? (1991 vs. 1997) *	—	—		◆	◆		4-18%	12-35%
24 Has student alcohol use (5 or more drinks in a row) decreased? (1991 vs. 1997) *	—	—		◆	◆		17-43%	11-45%
25 Has the availability of drugs on school property decreased? (1993 vs. 1997) *	—	—		◆	◆		11-31%	15-42%
26 Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993 vs. 1997)	—	—		◆	◆		6-15%	5-13%
27 Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1997)	—	—		◆	◆		13-39%	11-34%
28 Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1997) *	—	—		◆	◆		8-18%	5-17%
29 Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1997) *	—	—		◆	◆		3-23%	3-13%
30 Has teacher victimization decreased? (1994)	12%	—		15%	—		8-26%	—
31 Have student disruptions that interfere with teaching decreased? (1991 vs. 1994)	35%	42%	↔	37%	46%	↓	23-60%	33-65%
GOAL 8 Parental Participation								
32 Has the percentage of schools with minimal parental involvement decreased, according to								
• public school teachers? (1991 vs. 1994)	17%	18%	↔	◆	◆		9-44%	13-50%
• public school principals? (1991 vs. 1994)	10%	8%	↔	◆	◆		4-22%	3-27%
33 Has the influence of parent associations on school policy increased? (1991 vs. 1994)	11%	15%	↔	◆	◆		8-37%	12-50%

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant ◆

◆ Indicators are not the same at the national and state levels.
— Data not available.
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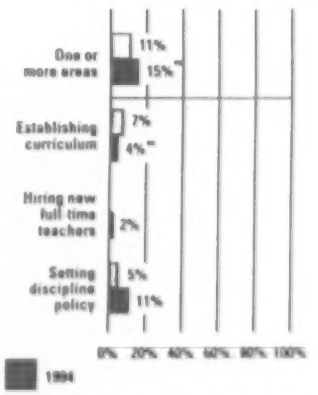
Parent-School Partnerships

Percentage of public school principals who reported that the parent associations in their schools have influence[1] on the following areas of school policy (Indicator 33)



[1] On a 6-point scale from "no influence" to a "great deal of influence," defined as a response to the top two points.
ns Interpret with caution. Change was not statistically significant.

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	Kentucky			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 1 Ready to Learn								
1 Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1996)	45%	42%	↑	37%	34%	↑	25.48%	24.45%
2 Has the percentage of fully immunized 2 year olds increased? (1994 vs. 1997)	80%	81%	←→	75%	78%	↑	61.88%	71.87%
3 Has the percentage of infants born at low birthweight decreased? (1990 vs. 1996)	7%	8%	↓	7%	7%	←→	5.15%	5.14%
4 Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1996)	78%	85%	↑	76%	82%	↑	47.87%	55.90%
5 Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1997)	68	95	↑	■	■		16.68	15.95
GOAL 2 School Completion								
6 Has the high school completion rate increased? (1990 vs. 1996)	82%	83%	←→	86%	86%	←→	77.96%	79.95%
7 Has the high school dropout rate decreased? (1992 vs. 1995)	—	—		■	■		3.12%	2.11%
GOAL 3 Student Achievement and Citizenship								
8 Has reading achievement improved in Grade 4? (1992 vs. 1994)	23%	26%	←→	29%	30%	←→	8.38%	8.41%
9 Has mathematics achievement improved								
• in Grade 4? (1992 vs. 1996)	13%	16%	←→	18%	21%	↑	5.27%	3.31%
• in Grade 8? (1990 vs. 1996)	10%	16%	↑	15%	24%	↑	1.27%	5.34%
10 Has science achievement improved in Grade 8? (1996)	23%	—		29%	—		5.41%	—

KEY

↑ Significantly better

↓ Significantly worse

←→ Interpret with caution. Change was not statistically significant *

■ Comparable national data are not available.

— Data not available.

* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.

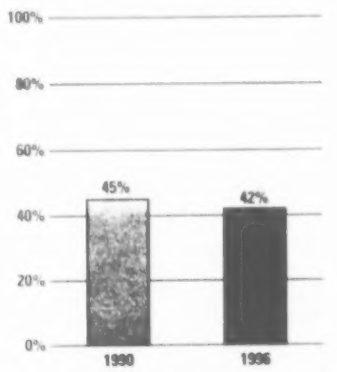
* See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.

Children's Health Index

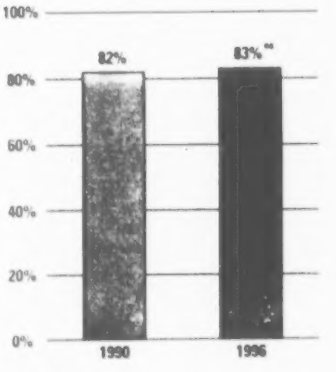
Percentage of infants born with 1 or more of 4 health risks[1] (Indicator 1)



1 Risks are: late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion

Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



1 Does not include those still in high school.

2 Includes traditional high school diploma and alternative credential.

ns Interpret with caution. Change was not statistically significant.

KENTUCKY

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	Kentucky			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)								
11 Has the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1998)	29	45	↑	55	88	↑	9-177	19-235
GOAL 4 Teacher Education and Professional Development								
12 Has the percentage of public secondary school teachers who hold								
• a degree in their main teaching assignment increased? (1991 vs. 1994)	65%	53%	↓	66%	63%	↓	51-85%	50-81%
• a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)	95%	94%	↔	94%	93%	↓	91-100%	89-100%
13 Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)	98%	—		85%	—		76-98%	—
14 Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)	7%	—		16%	—		4-81%	—
15 Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)	24%	34%	↑	22%	27%	↑	6-42%	7-48%
GOAL 5 Mathematics and Science								
16 Has the state's international standing improved in								
• Grade 8 mathematics achievement? (1996)	22 out of 40 countries would be expected to score above Kentucky			20 out of 40 countries scored above the U.S.			6-38 countries	—
• Grade 8 science achievement? (1996)	8 out of 40 countries would be expected to score above Kentucky			9 out of 40 countries scored above the U.S.			1-38 countries	—

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant *

— Data not available

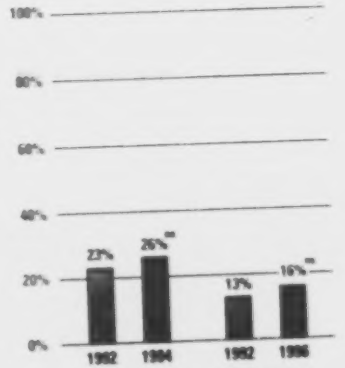
* See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)

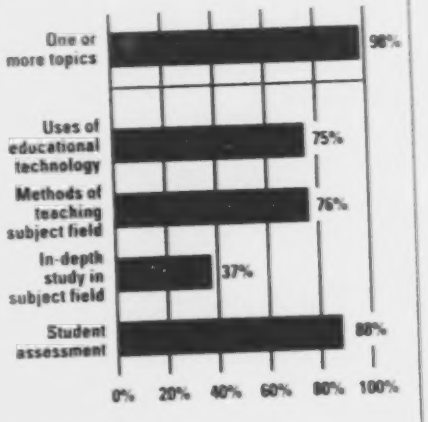


1 A complete description of the performance standard can be found in Appendix B.

** Interpret with caution. Change was not statistically significant.

Professional Development

Percentage of public school teachers participating in professional development programs on the following topics,[1] 1994 (Indicator 13)



1 Since the end of the previous school year.

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KENTUCKY

BEST COPY AVAILABLE

	Kentucky			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 5 Mathematics and Science (continued)								
17 Has the percentage of public school 8th graders whose mathematics teachers report that they								
• have students work in small groups or with a partner increased? (1996)	61%	—		66%	—		45-92%	—
• address algebra and functions increased? (1996)	49%	—		57%	—		45-82%	—
• address reasoning and analytical ability increased? (1996)	49%	—		52%	—		39-64%	—
18 Has the percentage of public school 8th graders who have computers available in their mathematics classrooms increased? (1996)	37%	—		30%	—		7-54%	—
19 Has the percentage of degrees awarded in mathematics and science to								
• all students increased? (1991 vs. 1995)	36%	41%	↑	39%	42%	↑	25-49%	15-53%
• minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1995)	33%	33%	↔	39%	40%	↑	22-64%	22-57%
• female students increased? (1991 vs. 1995)	31%	36%	↑	35%	37%	↑	23-46%	13-47%
GOAL 6 Adult Literacy and Lifelong Learning								
20 Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)	—	—		52%	—		46-77%	—
21 Has the percentage of U.S. citizens who report that they								
• registered to vote increased? (1988 vs. 1996)	63%	70%	↑	70%	71%	↑	58-95%	61-91%
• voted increased? (1988 vs. 1996)	50%	53%	↔	61%	58%	↓	50-74%	47-69%
22 Has postsecondary enrollment increased? (1992 vs. 1996)	50%	53%	↑	◆	◆		33-68%	40-73%

KEY

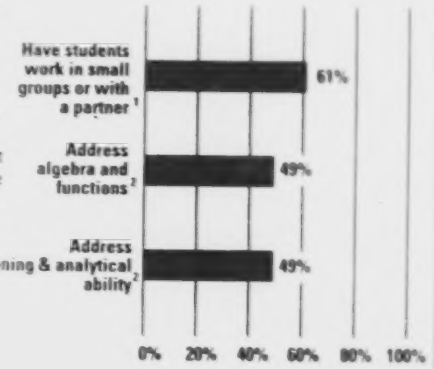
↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant *

Mathematics Instruction

Percentage of public school 8th graders whose mathematics teachers report that they do the following, 1996 (Indicator 17)



◆ Indicators are not the same at the national and state levels.
— Data not available.
* See pages 243-244 for an explanation of statistical significance.
See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

1 At least once a week.
2 On a 4-point scale from "none" to "a lot," defined as a response to the top point.

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	Kentucky			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools								
23 Has student marijuana use decreased? (1997)	29%	—		◆	◆		12-35%	—
24 Has student alcohol use (5 or more drinks in a row) decreased? (1997)	37%	—		◆	◆		11-45%	—
25 Has the availability of drugs on school property decreased? (1997)	34%	—		◆	◆		15-42%	—
26 Has the percentage of students threatened or injured with a weapon while on school property decreased? (1997)	7%	—		◆	◆		5-13%	—
27 Has the percentage of students involved in physical fights on school property decreased? (1997)	13%	—		◆	◆		11-34%	—
28 Has the percentage of students carrying weapons on school property decreased? (1997)	15%	—		◆	◆		5-17%	—
29 Has the percentage of students who do not feel safe at school decreased? (1997)	4%	—		◆	◆		3-13%	—
30 Has teacher victimization decreased? (1994)	15%	—		15%	—		8-26%	—
31 Have student disruptions that interfere with teaching decreased? (1991 vs. 1994)	39%	48%	↔	37%	46%	↓	23-60%	33-65%
GOAL 8 Parental Participation								
32 Has the percentage of schools with minimal parental involvement decreased, according to								
• public school teachers? (1991 vs. 1994)	32%	35%	↔	◆	◆		9-44%	13-50%
• public school principals? (1991 vs. 1994)	15%	18%	↔	◆	◆		4-22%	3-27%
33 Has the influence of parent associations on school policy increased? (1991 vs. 1994)	17%	37%	↑	◆	◆		8-37%	12-50%

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant.[ns]

◆ Indicators are not the same at the national and state levels

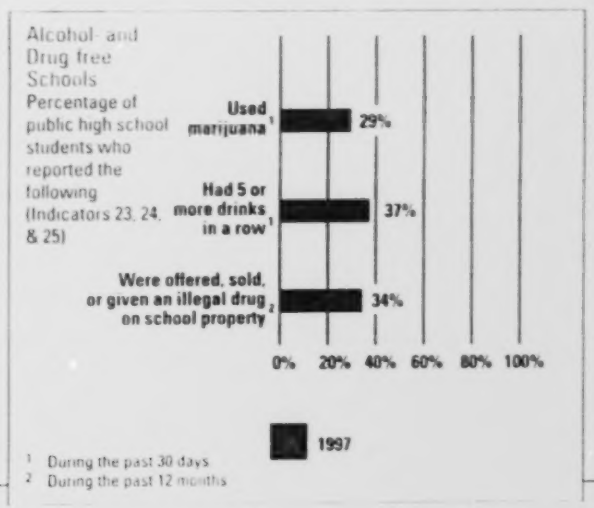
— Data not available

Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information

[ns] See pages 243-244 for an explanation of statistical significance

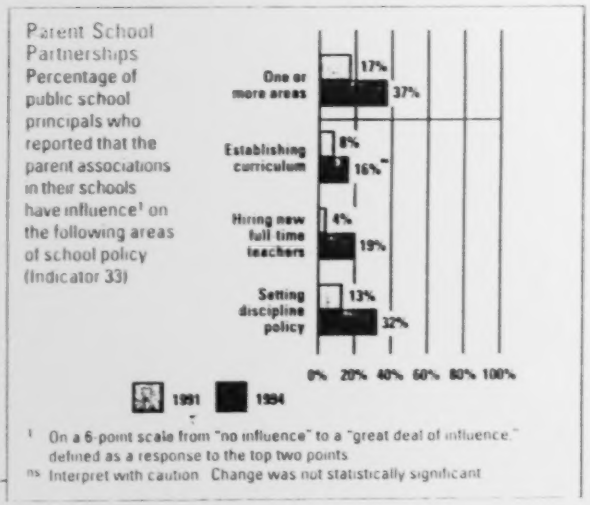
See pages 14-17 for a Guide to Reading the State Pages

See Appendix B for technical notes and sources



[1] During the past 30 days

[2] During the past 12 months



[1] On a 6-point scale from "no influence" to a "great deal of influence," defined as a response to the top two points.

[ns] Interpret with caution. Change was not statistically significant.

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LOUISIANA

	Louisiana			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 1 Ready to Learn								
1. Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1996)	39%	37%	↑	37%	34%	↑	25.48%	24.45%
2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)	71%	77%	↔	75%	78%	↑	61.88%	71.87%
3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1996)	9%	10%	↓	7%	7%	↔	5.15%	5.14%
4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1996)	75%	81%	↑	76%	82%	↑	47.87%	55.90%
5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1997)	32	47	↑	■	■		16.68	15.95
GOAL 2 School Completion								
6. Has the high school completion rate increased? (1990 vs. 1996)	81%	80%	↔	86%	86%	↔	77.96%	79.95%
7. Has the high school dropout rate decreased? (1994 vs. 1995)	5%	4%	↑	■	■		3.10%	2.11%
GOAL 3 Student Achievement and Citizenship								
8. Has reading achievement improved in Grade 4? (1992 vs. 1994)	15%	15%	↔	29%	30%	↔	8.38%	8.41%
9. Has mathematics achievement improved								
• in Grade 4? (1992 vs. 1996)	8%	8%	↔	18%	21%	↑	5.27%	3.31%
• in Grade 8? (1990 vs. 1996)	5%	7%	↔	15%	24%	↑	1.27%	5.34%
10. Has science achievement improved in Grade 8? (1996)	13%	—		29%	—		5.41%	—

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant. ◇

■ Comparable national data are not available.

— Data not available.

Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.

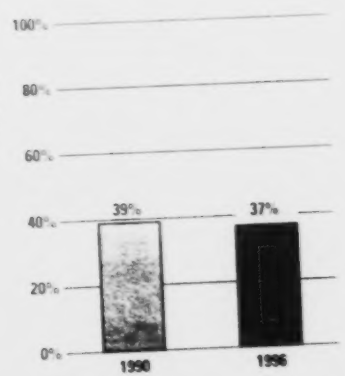
◇ See pages 243-244 for an explanation of statistical signs and symbols.

See pages 14-17 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.

Children's Health Index

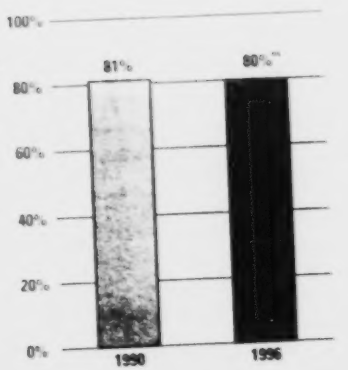
Percentage of infants born with 1 or more of 4 health risks[1] (Indicator 1)



1 Risks are: late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion

Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



1 Does not include those still in high school.

2 Includes traditional high school diploma and alternative credential.

ns Interpret with caution. Change was not statistically significant.

BEST COPY AVAILABLE

	Louisiana			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)								
11 Has the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1998)	18	24	↑	55	88	↑	9.177	19.235
GOAL 4 Teacher Education and Professional Development								
12 Has the percentage of public secondary school teachers who hold								
• a degree in their main teaching assignment increased? (1991 vs. 1994)	51%	50%	↔	66%	63%	↓	51-85%	50-81%
• a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)	96%	91%	↓	94%	93%	↓	91-100%	89-100%
13 Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)	83%	—		85%			76-98%	—
14 Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)	17%	—		16%	—		4-81%	—
15 Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)	23%	24%	↔	22%	27%	↑	6-42%	7-48%
GOAL 5 Mathematics and Science								
16 Has the state's international standing improved in								
• Grade 8 mathematics achievement? (1996)	34 out of 40 countries would be expected to score above Louisiana			20 out of 40 countries scored above the U.S.			6-38 countries	—
• Grade 8 science achievement? (1996)	27 out of 40 countries would be expected to score above Louisiana			9 out of 40 countries scored above the U.S.			1-38 countries	—

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant.*

— Data not available.

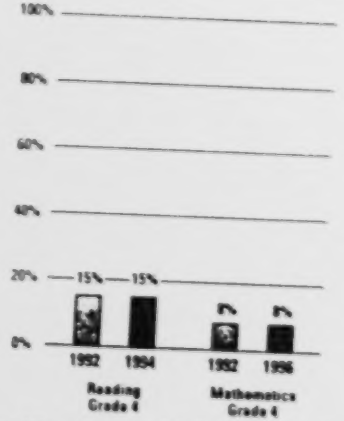
* See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.

Student Achievement

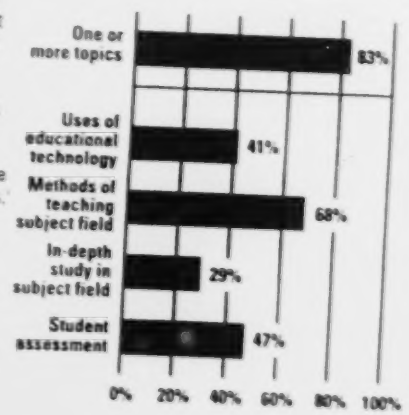
Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)



[1] A complete description of the performance standard can be found in Appendix B.

Professional Development

Percentage of public school teachers participating in professional development programs on the following topics,[1] 1994 (Indicator 13)



[1] Since the end of the previous school year.

BEST COPY AVAILABLE

	Louisiana			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 5 Mathematics and Science (continued)								
17 Has the percentage of public school 8th graders whose mathematics teachers report that they								
• have students work in small groups or with a partner increased? (1996)	61%	—		66%	—		45.92%	—
• address algebra and functions increased? (1996)	71%	—		57%	—		45.82%	—
• address reasoning and analytical ability increased? (1996)	44%	—		52%	—		39.64%	—
18 Has the percentage of public school 8th graders who have computers available in their mathematics classrooms increased? (1996)	21%	—		30%	—		7.54%	—
19 Has the percentage of degrees awarded in mathematics and science to								
• all students increased? (1991 vs. 1995)	37%	43%	↑	39%	42%	↑	25.49%	15.53%
• minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1995)	41%	43%	↑	39%	40%	↑	22.64%	22.57%
• female students increased? (1991 vs. 1995)	34%	38%	↑	35%	37%	↑	23.46%	13.47%
GOAL 6 Adult Literacy and Lifelong Learning								
20 Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)	46%	—		52%	—		46.77%	—
21 Has the percentage of U.S. citizens who report that they								
• registered to vote increased? (1988 vs. 1996)	76%	75%	↔	70%	71%	↑	58.95%	61.91%
• voted increased? (1988 vs. 1996)	66%	63%	↔	61%	58%	↓	50.74%	47.69%
22 Has postsecondary enrollment increased? (1992 vs. 1996)	55%	55%	↔	◆	◆		33.68%	40.73%

KEY

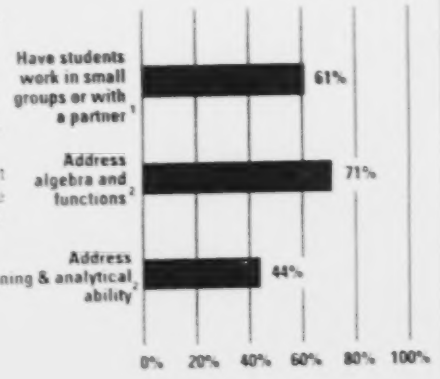
↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant.*

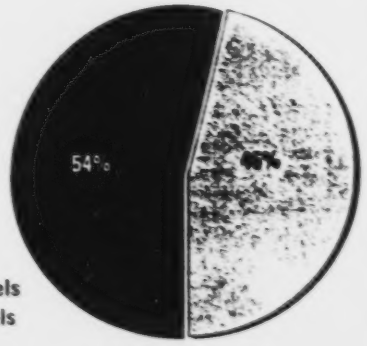
Mathematics Instruction

Percentage of public school 8th graders whose mathematics teachers report that they do the following, 1996 (Indicator 17)



Adult Literacy

Percentage of adults who scored at 3 highest levels in prose literacy (Indicator 20)



• Indicators are not the same at the national and state levels.
— Data not available.
* See pages 243-244 for an explanation of statistical significance.
See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

1 At least once a week.
2 On a 4-point scale from "none" to "a lot," defined as a response to the top point.

LOUISIANA

BEST COPY AVAILABLE

		Louisiana			U.S.			Range of State Scores	
		baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 7	**Safe, Disciplined, and Alcohol- and Drug-free Schools**								
23	Has student marijuana use decreased? (1997)	25%	—		◆	◆		12-35%	—
24	Has student alcohol use (5 or more drinks in a row) decreased? (1997) *	33%	—		◆	◆		11-45%	—
25	Has the availability of drugs on school property decreased? (1997) *	28%	—		◆	◆		15-42%	—
26	Has the percentage of students threatened or injured with a weapon while on school property decreased? (1997) *	8%	—		◆	◆		5-13%	—
27	Has the percentage of students involved in physical fights on school property decreased? (1997)	14%	—		◆	◆		11-34%	—
28	Has the percentage of students carrying weapons on school property decreased? (1997) *	7%	—		◆	◆		5-17%	—
29	Has the percentage of students who do not feel safe at school decreased? (1997) *	7%	—		◆	◆		3-13%	—
30	Has teacher victimization decreased? (1994)	20%	—		15%	—		8-26%	—
31	Have student disruptions that interfere with teaching decreased? (1991 vs. 1994)	44%	47%	↔	37%	46%	↓	23-60%	33-65%
GOAL 8	**Parental Participation**								
32	Has the percentage of schools with minimal parental involvement decreased, according to								
	• public school teachers? (1991 vs. 1994)	32%	38%	↔	◆	◆		9-44%	13-50%
	• public school principals? (1991 vs. 1994)	22%	24%	↔	◆	◆		4-22%	3-27%
33	Has the influence of parent associations on school policy increased? (1991 vs. 1994)	11%	12%	↔	◆	◆		8-37%	12-50%

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant ◆

◆ Indicators are not the same at the national and state levels

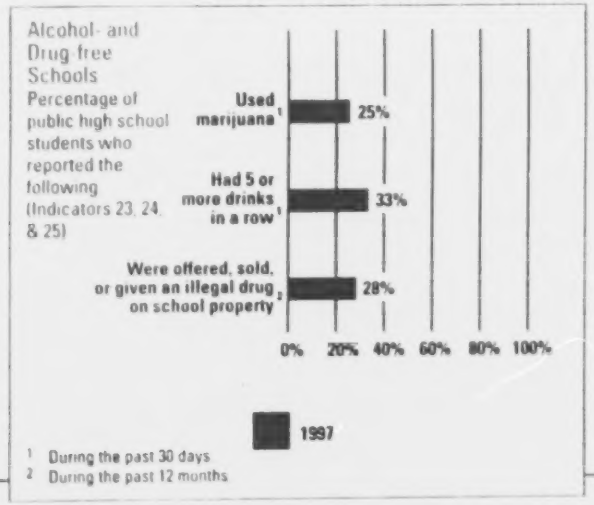
— Data not available

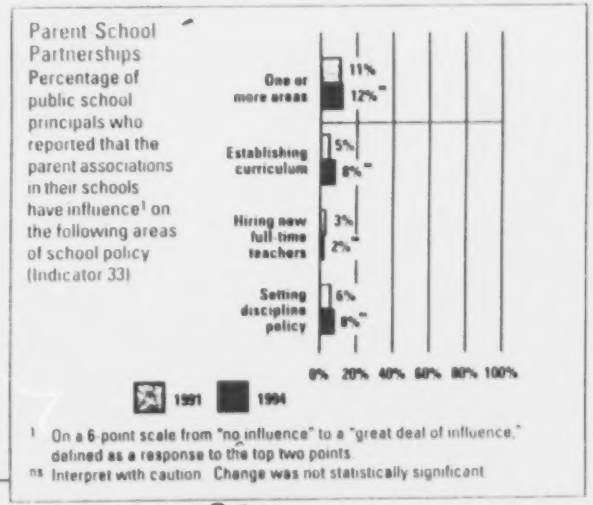
Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information

* See pages 243-244 for an explanation of statistical significance

See pages 14-17 for a Guide to Reading the State Pages

See Appendix B for technical notes and sources


Alcohol- and Drug-free Schools
Percentage of public high school students who reported the following (Indicators 23, 24, & 25)
Used marijuana[1]
25%
Had 5 or more drinks in a row[1]
33%
Were offered, sold, or given an illegal drug on school property[2]
28%
0% 20% 40% 60% 80% 100%
1997
1 During the past 30 days
2 During the past 12 months


Parent School Partnerships
Percentage of public school principals who reported that the parent associations in their schools have influence[1] on the following areas of school policy (Indicator 33)
One or more areas
11%
12%ns
Establishing curriculum
5%
8%ns
Hiring new full-time teachers
3%
2%ns
Setting discipline policy
6%
8%ns
0% 20% 40% 60% 80% 100%
1991
1994
1 On a 6-point scale from "no influence" to a "great deal of influence," defined as a response to the top two points
ns Interpret with caution. Change was not statistically significant

BEST COPY AVAILABLE

	Maine			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 1 Ready to Learn								
1 Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1996)	35%	35%	←→	37%	34%	↑	25.48%	24.45%
2 Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)	82%	87%	←→	75%	78%	↑	61.88%	71.87%
3 Has the percentage of infants born at low birthweight decreased? (1990 vs. 1996)	5%	6%	↓	7%	7%	←→	5.15%	5.14%
4 Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1996)	85%	90%	↑	76%	82%	↑	47.87%	55.90%
5 Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1997)	54	79	↑	■	■		16.68	15.95
GOAL 2 School Completion								
6 Has the high school completion rate increased? (1990 vs. 1996)	91%	90%	←→	86%	86%	←→	77.96%	79.95%
7 Has the high school dropout rate decreased? (1994 vs. 1995)	3%	3%	←→	■	■		3.10%	2.11%
GOAL 3 Student Achievement and Citizenship								
8 Has reading achievement improved in Grade 4? (1992 vs. 1994)	36%	41%	←→	29%	30%	←→	8.38%	8.41%
9 Has mathematics achievement improved								
• in Grade 4? (1992 vs. 1996)	27%	27%	←→	18%	21%	↑	5.27%	3.31%
• in Grade 8? (1992 vs. 1996)	25%	31%	←→	21%	24%	↑	1.31%	5.34%
10 Has science achievement improved in Grade 8? (1996)	41%	—		29%	—		5.41%	—

KEY

↑ Significantly better

↓ Significantly worse

←→ Interpret with caution: Change was not statistically significant *

■ Comparable national data are not available.

— Data not available.

1 Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.

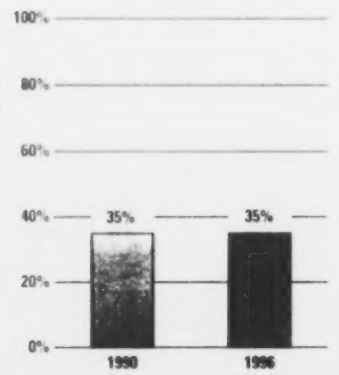
* See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.

Children's Health Index

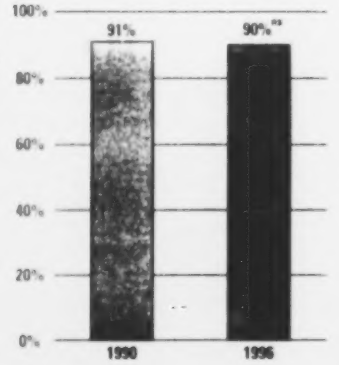
Percentage of infants born with 1 or more of 4 health risks[1] (Indicator 1)



1 Risks are: late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion

Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



1 Does not include those still in high school.

2 Includes traditional high school diploma and alternative credential.

ns Interpret with caution: Change was not statistically significant.

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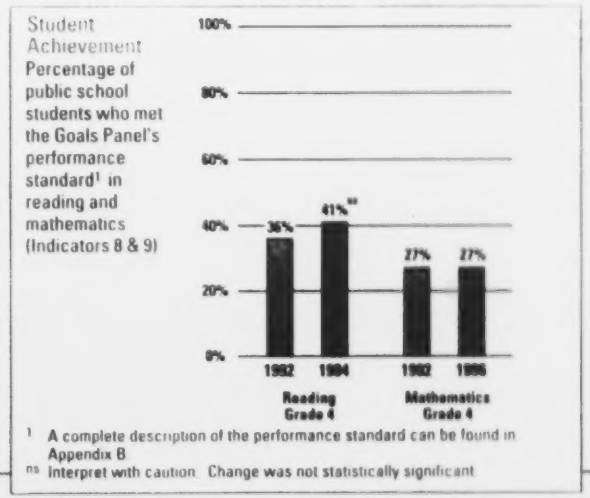
MAINE

	Maine			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)								
11. Has the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1998)	38	77	↑	55	88	↑	9-177	19-235
GOAL 4 Teacher Education and Professional Development								
12. Has the percentage of public secondary school teachers who hold								
• a degree in their main teaching assignment increased? (1991 vs. 1994)	64%	59%	↔	66%	63%	↓	51-85%	50-81%
• a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)	97%	95%	↔	94%	93%	↓	91-100%	89-100%
13. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)	80%	—		85%	—		76-98%	—
14. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)	10%	—		16%	—		4-81%	—
15. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)	16%	21%	↔	22%	27%	↑	6-42%	7-48%
GOAL 5 Mathematics and Science								
16. Has the state's international standing improved in								
• Grade 8 mathematics achievement? (1996)	6 out of 40 countries would be expected to score above Maine			20 out of 40 countries scored above the U.S.			6-38 countries	—
• Grade 8 science achievement? (1996)	1 out of 40 countries would be expected to score above Maine			9 out of 40 countries scored above the U.S.			1-38 countries	—

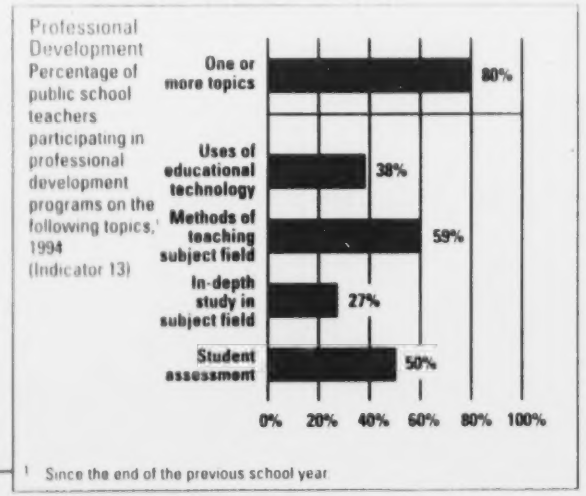
KEY

- ↑ Significantly better
- ↓ Significantly worse
- ↔ Interpret with caution. Change was not statistically significant ◆

— Data not available.
◆ See pages 243-244 for an explanation of statistical significance.
See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.



[1] A complete description of the performance standard can be found in Appendix B.
ns Interpret with caution. Change was not statistically significant.



[1] Since the end of the previous school year.

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	Maine			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 5 Mathematics and Science (continued)								
17 Has the percentage of public school 8th graders whose mathematics teachers report that they								
• have students work in small groups or with a partner increased? (1996)	68%	—		66%	—		45-92%	—
• address algebra and functions increased? (1996)	55%	—		57%	—		45-82%	—
• address reasoning and analytical ability increased? (1996)	48%	—		52%	—		39-64%	—
18 Has the percentage of public school 8th graders who have computers available in their mathematics classrooms increased? (1996)	34%	—		30%	—		7-54%	—
19 Has the percentage of degrees awarded in mathematics and science to								
• all students increased? (1991 vs. 1995)	49%	50%	↑	39%	42%	↑	25-49%	15-53%
• minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1995)	64%	50%	↓	39%	40%	↑	22-64%	22-57%
• female students increased? (1991 vs. 1995)	45%	45%	↔	35%	37%	↑	23-46%	13-47%
GOAL 6 Adult Literacy and Lifelong Learning								
20 Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)	—	—		52%	—		46-77%	—
21 Has the percentage of U.S. citizens who report that they								
• registered to vote increased? (1988 vs. 1996)	82%	84%	↔	70%	71%	↑	58-95%	61-91%
• voted increased? (1988 vs. 1996)	67%	69%	↔	61%	58%	↓	50-74%	47-69%
22 Has postsecondary enrollment increased? (1992 vs. 1996)	48%	55%	↑	◆	◆		33-68%	40-73%

KEY

↑ Significantly better

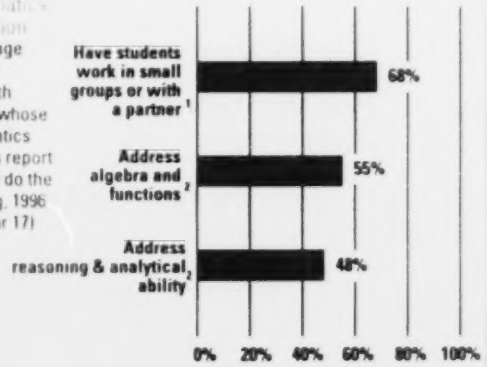
↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant ❖

◆ Indicators are not the same at the national and state levels
— Data not available
❖ See pages 243-244 for an explanation of statistical significance
See pages 14-17 for a Guide to Reading the State Pages
See Appendix B for technical notes and sources

Mathematics Instruction

Percentage of public school 8th graders whose mathematics teachers report that they do the following, 1996 (Indicator 17)



[1] At least once a week
[2] On a 4-point scale from "none" to "a lot," defined as a response to the top point

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MAINE

	Maine			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools								
23. Has student marijuana use decreased? (1995 vs. 1997) *	28%	30%	↔	◆	◆		7-32%	12-35%
24. Has student alcohol use (5 or more drinks in a row) decreased? (1995 vs. 1997) *	31%	34%	↔	◆	◆		13-43%	11-45%
25. Has the availability of drugs on school property decreased? (1995 vs. 1997) *	36%	41%	↔	◆	◆		20-46%	15-42%
26. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1995 vs. 1997) *	7%	8%	↔	◆	◆		4-11%	5-13%
27. Has the percentage of students involved in physical fights on school property decreased? (1995 vs. 1997) *	14%	14%	↔	◆	◆		12-19%	11-34%
28. Has the percentage of students carrying weapons on school property decreased? (1995 vs. 1997) *	10%	11%	↔	◆	◆		7-14%	5-17%
29. Has the percentage of students who do not feel safe at school decreased? (1995 vs. 1997) *	3%	4%	↔	◆	◆		3-16%	3-13%
30. Has teacher victimization decreased? (1994)	9%	—		15%	—		8-26%	—
31. Have student disruptions that interfere with teaching decreased? (1991 vs. 1994)	23%	40%	↓	37%	46%	↓	23-60%	33-65%
GOAL 8 Parental Participation								
32. Has the percentage of schools with minimal parental involvement decreased, according to								
• public school teachers? (1991 vs. 1994)	21%	17%	↔	◆	◆		9-44%	13-50%
• public school principals? (1991 vs. 1994)	10%	5%	↔	◆	◆		4-22%	3-27%
33. Has the influence of parent associations on school policy increased? (1991 vs. 1994)	12%	15%	↔	◆	◆		8-37%	12-50%

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant ◆

◆ Indicators are not the same at the national and state levels. Data not available.

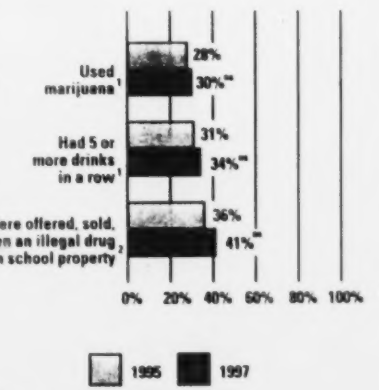
* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.

◆ See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

Alcohol- and Drug-free Schools

Percentage of public high school students who reported the following (Indicators 23, 24, & 25)



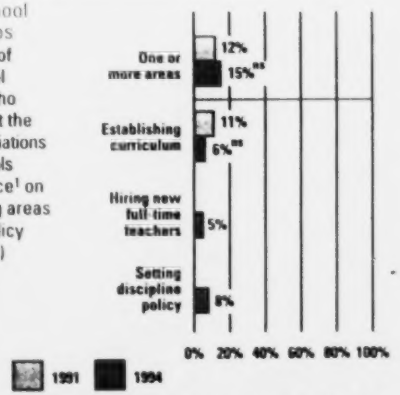
[1] During the past 30 days.

[2] During the past 12 months.

ns Interpret with caution. Change was not statistically significant.

Parent-School Partnerships

Percentage of public school principals who reported that the parent associations in their schools have influence[1] on the following areas of school policy (Indicator 33)



[1] On a 6-point scale from "no influence" to a "great deal of influence," defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

MARYLAND

	Maryland			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 1 Ready to Learn								
1 Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1996)	31%	29%	↑	37%	34%	↑	25.48%	24.45%
2 Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)	79%	82%	↔	75%	78%	↑	61.88%	71.87%
3 Has the percentage of infants born at low birthweight decreased? (1990 vs. 1996)	8%	9%	↓	7%	7%	↔	5.15%	5.14%
4 Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1996)	83%	88%	↑	76%	82%	↑	47.87%	55.90%
5 Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1997)	34	43	↑	■	■		16.68	15.95
GOAL 2 School Completion								
6 Has the high school completion rate increased? (1990 vs. 1996)	87%	95%	↑	86%	86%	↔	77.96%	79.95%
7 Has the high school dropout rate decreased? (1992 vs. 1995)	—	—		■	■		3.12%	2.11%
GOAL 3 Student Achievement and Citizenship								
8 Has reading achievement improved in Grade 4? (1992 vs. 1994)	24%	26%	↔	29%	30%	↔	8.38%	8.41%
9 Has mathematics achievement improved								
• in Grade 4? (1992 vs. 1996)	18%	22%	↔	18%	21%	↑	5.27%	3.31%
• in Grade 8? (1990 vs. 1996)	17%	24%	↑	15%	24%	↑	1.27%	5.34%
10 Has science achievement improved in Grade 8? (1996)	25%	—		29%	—		5.41%	—

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution: Change was not statistically significant *

■ Comparable national data are not available.

— Data not available.

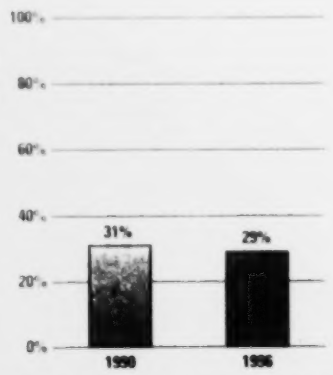
1 Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.

* See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

Children's Health Index

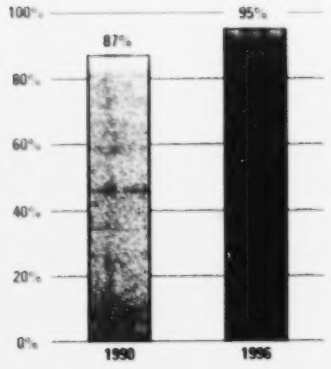
Percentage of infants born with 1 or more of 4 health risks[1] (Indicator 1)



1 Risks are: late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion

Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



1 Does not include those still in high school.

2 Includes traditional high school diploma and alternative credential.

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MARYLAND

	Maryland			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)								
11 Has the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1998)	90	132	↑	55	88	↑	9-177	19-235
GOAL 4 Teacher Education and Professional Development								
12 Has the percentage of public secondary school teachers who hold								
• a degree in their main teaching assignment increased? (1991 vs. 1994)	70%	72%	↔	66%	63%	↓	51-85%	50-81%
• a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)	96%	95%	↔	94%	93%	↓	91-100%	89-100%
13 Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)	84%	—		85%	—		76-98%	—
14 Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)	16%	—		16%	—		4-81%	—
15 Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)	32%	28%	↔	22%	27%	↑	6-42%	7-48%
GOAL 5 Mathematics and Science								
16 Has the state's international standing improved in								
• Grade 8 mathematics achievement? (1996)	19 out of 40 countries would be expected to score above Maryland			20 out of 40 countries scored above the U.S.			6-38 countries	—
• Grade 8 science achievement? (1996)	10 out of 40 countries would be expected to score above Maryland			9 out of 40 countries scored above the U.S.			1-38 countries	—

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant.*

— Data not available.

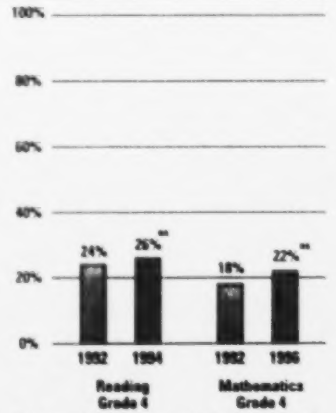
* See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)

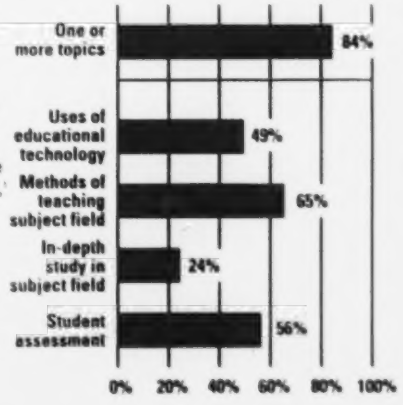


[1] A complete description of the performance standard can be found in Appendix B.

ns Interpret with caution. Change was not statistically significant.

Professional Development

Percentage of public school teachers participating in professional development programs on the following topics,[1] 1994 (Indicator 13)



[1] Since the end of the previous school year.

BEST COPY AVAILABLE

MARYLAND

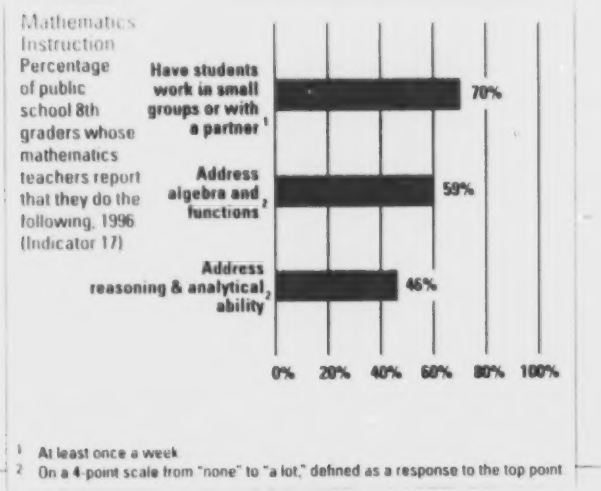
	Maryland			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 5 Mathematics and Science (continued)								
17. Has the percentage of public school 8th graders whose mathematics teachers report that they								
• have students work in small groups or with a partner increased? (1996)	70%	—		66%	—		45-92%	—
• address algebra and functions increased? (1996)	59%	—		57%	—		45-82%	—
• address reasoning and analytical ability increased? (1996)	46%	—		52%	—		39-64%	—
18. Has the percentage of public school 8th graders who have computers available in their mathematics classrooms increased? (1996)	13%	—		30%	—		7-54%	—
19. Has the percentage of degrees awarded in mathematics and science to								
• all students increased? (1991 vs. 1995)	43%	46%	↑	39%	42%	↑	25-49%	15-53%
• minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1995)	40%	43%	↑	39%	40%	↑	22-64%	22-57%
• female students increased? (1991 vs. 1995)	38%	40%	↑	35%	37%	↑	23-46%	13-47%
GOAL 6 Adult Literacy and Lifelong Learning								
20. Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)	—	—		52%	—		46-77%	—
21. Has the percentage of U.S. citizens who report that they								
• registered to vote increased? (1988 vs. 1996)	67%	69%	↔	70%	71%	↑	58-95%	61-91%
• voted increased? (1988 vs. 1996)	57%	57%	↔	61%	58%	↓	50-74%	47-69%
22. Has postsecondary enrollment increased? (1992 vs. 1996)	55%	58%	↑	◆	◆		33-68%	40-73%

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant ◆



1 At least once a week

2 On a 4-point scale from "none" to "a lot," defined as a response to the top point

◆ Indicators are not the same at the national and state levels
Data not available

◆ See pages 243-244 for an explanation of statistical significance
See pages 14-17 for a Guide to Reading the State Pages
See Appendix B for technical notes and sources

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MARYLAND

	Maryland			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools								
23. Has student marijuana use decreased? (1991 vs. 1997) *	—	—		◆	◆		4-18%	12-35%
24. Has student alcohol use (5 or more drinks in a row) decreased? (1991 vs. 1997) *	—	—		◆	◆		17-43%	11-45%
25. Has the availability of drugs on school property decreased? (1993 vs. 1997) *	—	—		◆	◆		11-31%	15-42%
26. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993 vs. 1997) *	—	—		◆	◆		6-15%	5-13%
27. Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1997) *	—	—		◆	◆		13-39%	11-34%
28. Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1997) *	—	—		◆	◆		8-18%	5-17%
29. Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1997) *	—	—		◆	◆		3-23%	3-13%
30. Has teacher victimization decreased? (1994)	23%	—		15%	—		8-26%	—
31. Have student disruptions that interfere with teaching decreased? (1991 vs. 1994)	47%	62%	↓	37%	46%	↓	23-60%	33-65%
GOAL 8 Parental Participation								
32. Has the percentage of schools with minimal parental involvement decreased, according to								
• public school teachers? (1991 vs. 1994)	28%	29%	↔	◆	◆		9-44%	13-50%
• public school principals? (1991 vs. 1994)	11%	14%	↔	◆	◆		4-22%	3-27%
33. Has the influence of parent associations on school policy increased? (1991 vs. 1994)	20%	22%	↔	◆	◆		8-37%	12-50%

KEY

↑ Significantly better

↓ Significantly worse

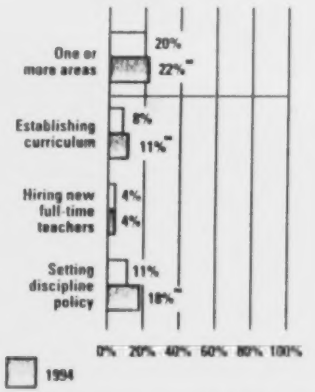
↔ Interpret with caution. Change was not statistically significant.*

◆ Indicators are not the same at the national and state levels.
— Data not available.
* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
* See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

Parent School Partnerships

Percentage of public school principals who reported that the parent associations in their schools have influence[1] on the following areas of school policy (Indicator 33)



[1] On a 6-point scale from "no influence" to a "great deal of influence," defined as a response to the top two points.
ns Interpret with caution. Change was not statistically significant.

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MASSACHUSETTS

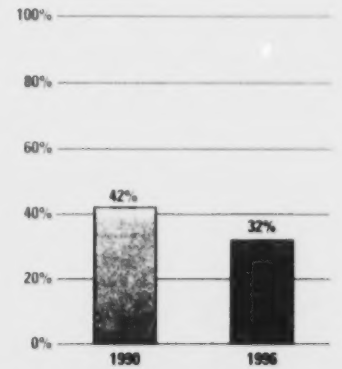
	Massachusetts			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 1 Ready to Learn								
1 Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1996)	42%	32%	↑	37%	34%	↑	25.48%	24.45%
2 Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)	82%	87%	←→	75%	78%	↑	61.88%	71.87%
3 Has the percentage of infants born at low birthweight decreased? (1990 vs. 1996)	6%	6%	←→	7%	7%	←→	5.15%	5.14%
4 Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1996)	84%	84%	←→	76%	82%	↑	47.87%	55.90%
5 Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1997)	50	58	↑	■	■		16.68	15.95
GOAL 2 School Completion								
6 Has the high school completion rate increased? (1990 vs. 1996)	90%	91%	←→	86%	86%	←→	77.96%	79.95%
7 Has the high school dropout rate decreased? (1992 vs. 1995)	3%	4%	↓	■	■		3.12%	2.11%
GOAL 3 Student Achievement and Citizenship								
8 Has reading achievement improved in Grade 4? (1992 vs. 1994)	36%	36%	←→	29%	30%	←→	8.38%	8.41%
9 Has mathematics achievement improved								
• in Grade 4? (1992 vs. 1996)	23%	24%	←→	18%	21%	↑	5.27%	3.31%
• in Grade 8? (1992 vs. 1996)	23%	28%	←→	21%	24%	↑	1.31%	5.34%
10 Has science achievement improved in Grade 8? (1996)	37%	—		29%	—		5.41%	—

KEY

- ↑ Significantly better
- ↓ Significantly worse
- ←→ Interpret with caution. Change was not statistically significant *

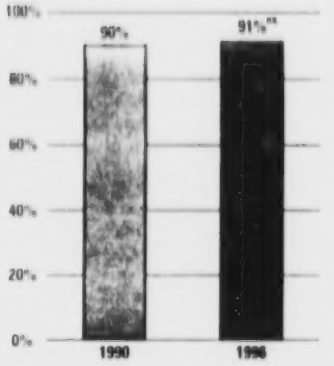
■ Comparable national data are not available
— Data not available
Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
* See pages 243-244 for an explanation of statistical significance.
See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

Children's Health Index
Percentage of infants born with 1 or more of 4 health risks[1] (Indicator 1)



[1] Risks are: late (in third trimester) or no prenatal care; low maternal weight gain (less than 21 pounds); mother smoked during pregnancy; or mother drank alcohol during pregnancy.

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
ns Interpret with caution. Change was not statistically significant.

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MASSACHUSETTS

	Massachusetts			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)								
11. Has the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1998)	82	136	↑	55	88	↑	9-177	19-235
GOAL 4 Teacher Education and Professional Development								
12. Has the percentage of public secondary school teachers who hold								
• a degree in their main teaching assignment increased? (1991 vs. 1994)	69%	72%	↔	66%	63%	↓	51-85%	50-81%
• a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)	97%	94%	↓	94%	93%	↓	91-100%	89-100%
13. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)	82%	—		85%	—		76-98%	—
14. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)	18%	—		16%	—		4-81%	—
15. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)	14%	13%	↔	22%	27%	↑	6-42%	7-48%
GOAL 5 Mathematics and Science								
16. Has the state's international standing improved in								
• Grade 8 mathematics achievement? (1996)	8 out of 40 countries would be expected to score above Massachusetts			20 out of 40 countries scored above the U.S.			6-38 countries	—
• Grade 8 science achievement? (1996)	1 out of 40 countries would be expected to score above Massachusetts			9 out of 40 countries scored above the U.S.			1-38 countries	—

KEY

↑ Significantly better

↓ Significantly worse

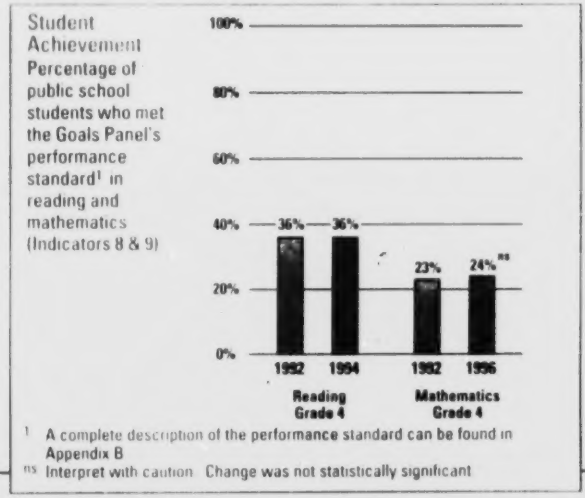
↔ Interpret with caution: Change was not statistically significant *

— Data not available

* See pages 243-244 for an explanation of statistical significance

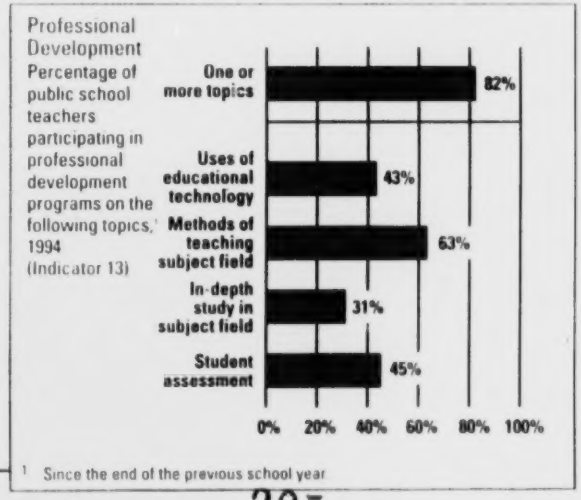
See pages 14-17 for a Guide to Reading the State Pages

See Appendix B for technical notes and sources



[1] A complete description of the performance standard can be found in Appendix B

ns Interpret with caution: Change was not statistically significant



[1] Since the end of the previous school year

MASSACHUSETTS

	Massachusetts			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 5 Mathematics and Science (continued)								
17 Has the percentage of public school 8th graders whose mathematics teachers report that they								
• have students work in small groups or with a partner increased? (1996)	65%	—		66%	—		45-92%	—
• address algebra and functions increased? (1996)	68%	—		57%	—		45-82%	—
• address reasoning and analytical ability increased? (1996)	60%	—		52%	—		39-64%	—
18 Has the percentage of public school 8th graders who have computers available in their mathematics classrooms increased? (1996)	23%	—		30%	—		7-54%	—
19 Has the percentage of degrees awarded in mathematics and science to								
• all students increased? (1991 vs. 1995)	46%	49%	↑	39%	42%	↑	25-49%	15-53%
• minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1995)	51%	54%	↑	39%	40%	↑	22-64%	22-57%
• female students increased? (1991 vs. 1995)	43%	44%	↑	35%	37%	↑	23-46%	13-47%
GOAL 6 Adult Literacy and Lifelong Learning								
20 Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)	—	—		52%	—		46-77%	—
21 Has the percentage of U.S. citizens who report that they								
• registered to vote increased? (1988 vs. 1996)	74%	72%	↔	70%	71%	↑	58-95%	61-91%
• voted increased? (1988 vs. 1996)	67%	61%	↔	61%	58%	↓	50-74%	47-69%
22 Has postsecondary enrollment increased? (1992 vs. 1996)	60%	73%	↑	◆	◆		33-68%	40-73%

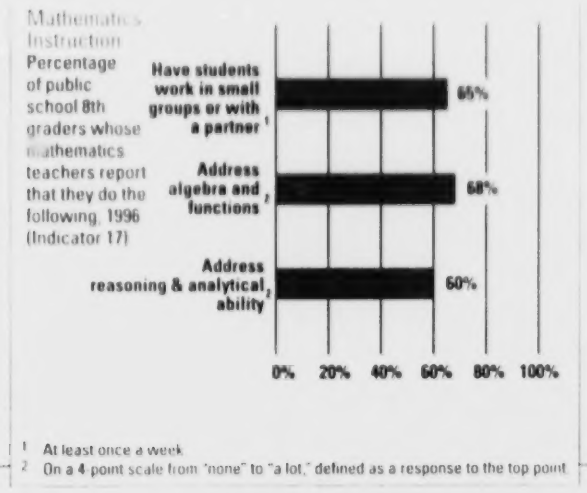
KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution: Change was not statistically significant *

◆ Indicators are not the same at the national and state levels
— Data not available
* See pages 243-244 for an explanation of statistical significance
See pages 14-17 for a Guide to Reading the State Pages
See Appendix B for technical notes and sources



[1] At least once a week
[2] On a 4-point scale from "none" to "a lot," defined as a response to the top point

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MASSACHUSETTS

	Massachusetts			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools								
23. Has student marijuana use decreased? (1993 vs. 1997) *	20%	31%	↓	◆	◆		7-21%	12-35%
24. Has student alcohol use (5 or more drinks in a row) decreased? (1993 vs. 1997) *	28%	33%	↓	◆	◆		9-44%	11-45%
25. Has the availability of drugs on school property decreased? (1993 vs. 1997) *	31%	42%	↓	◆	◆		11-31%	15-42%
26. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993 vs. 1997) *	9%	8%	↔	◆	◆		6-15%	5-13%
27. Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1997) *	15%	13%	↔	◆	◆		13-39%	11-34%
28. Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1997) *	10%	8%	↔	◆	◆		8-18%	5-17%
29. Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1997) *	5%	5%	↔	◆	◆		3-23%	3-13%
30. Has teacher victimization decreased? (1994)	14%	—		15%	—		8-26%	—
31. Have student disruptions that interfere with teaching decreased? (1991 vs. 1994)	40%	49%	↓	37%	46%	↓	23-60%	33-65%
GOAL 8 Parental Participation								
32. Has the percentage of schools with minimal parental involvement decreased, according to								
• public school teachers? (1991 vs. 1994)	18%	22%	↔	◆	◆		9-44%	13-50%
• public school principals? (1991 vs. 1994)	9%	5%	↔	◆	◆		4-22%	3-27%
33. Has the influence of parent associations on school policy increased? (1991 vs. 1994)	17%	31%	↑	◆	◆		8-37%	12-50%

KEY

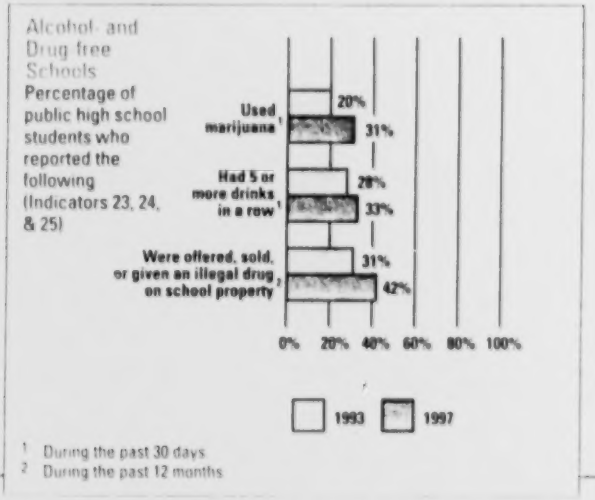
↑ Significantly better

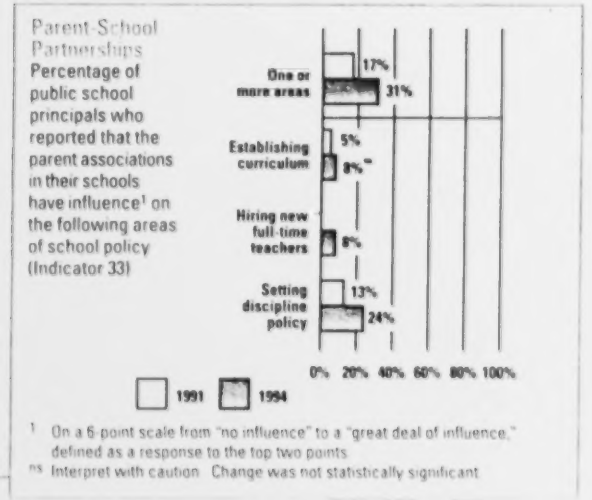
↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant. ◆

◆ Indicators are not the same at the national and state levels.
— Data not available.
* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
◆ See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.


Alcohol- and Drug-free Schools
Percentage of public high school students who reported the following (Indicators 23, 24, & 25)
Used marijuana[1]
20%
31%
Had 5 or more drinks in a row[1]
28%
33%
Were offered, sold, or given an illegal drug on school property[2]
31%
42%
0% 20% 40% 60% 80% 100%
1993
1997
1 During the past 30 days
2 During the past 12 months


Parent-School Partnerships
Percentage of public school principals who reported that the parent associations in their schools have influence[1] on the following areas of school policy (Indicator 33)
One or more areas
17%
31%
Establishing curriculum
5%
8% ns
Hiring new full-time teachers
8%
Setting discipline policy
13%
24%
0% 20% 40% 60% 80% 100%
1991
1994
1 On a 6-point scale from "no influence" to a "great deal of influence," defined as a response to the top two points.
ns Interpret with caution. Change was not statistically significant.

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MICHIGAN

	Michigan			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 1 Ready to Learn								
1 Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1996)	38%	37%	↑	37%	34%	↑	25-48%	24-45%
2 Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)	61%	77%	↑	75%	78%	↑	61-88%	71-87%
3 Has the percentage of infants born at low birthweight decreased? (1990 vs. 1996)	8%	8%	↔	7%	7%	↔	5-15%	5-14%
4 Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1996)	79%	84%	↑	76%	82%	↑	47-87%	55-90%
5 Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1997)	34	44	↑	■	■		16-68	15-95
GOAL 2 School Completion								
6 Has the high school completion rate increased? (1990 vs. 1996)	86%	90%	↑	86%	86%	↔	77-96%	79-95%
7 Has the high school dropout rate decreased? (1992 vs. 1995)	—	—		■	■		3-12%	2-11%
GOAL 3 Student Achievement and Citizenship								
8 Has reading achievement improved in Grade 4? (1992)	26%	—		29%	—		8-38%	—
9 Has mathematics achievement improved								
• in Grade 4? (1992 vs. 1996)	18%	23%	↔	18%	21%	↑	5-27%	3-31%
• in Grade 8? (1990 vs. 1996)	16%	28%	↑	15%	24%	↑	1-27%	5-34%
10 Has science achievement improved in Grade 8? (1996)	32%	—		29%	—		5-41%	—

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant *

■ Comparable national data are not available.

— Data not available.

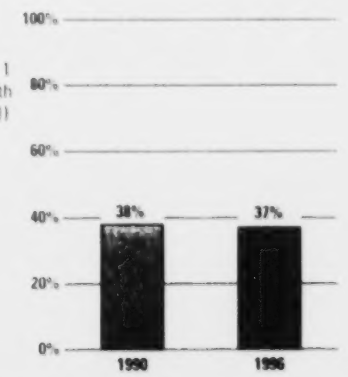
Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.

* See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

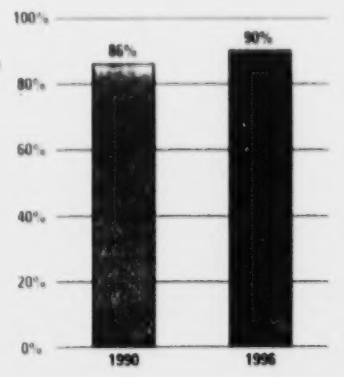
See Appendix B for technical notes and sources.

Children's Health Index
Percentage of infants born with 1 or more of 4 health risks[1] (Indicator 1)



[1] Risks are: late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.

[2] Includes traditional high school diploma and alternative credential.

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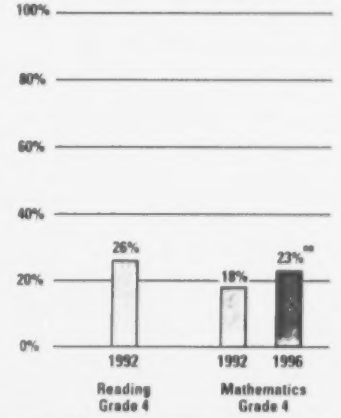
MICHIGAN

	Michigan			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)								
11. Has the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1998)	42	69	↑	55	88	↑	9-177	19-235
GOAL 4 Teacher Education and Professional Development								
12. Has the percentage of public secondary school teachers who hold								
• a degree in their main teaching assignment increased? (1991 vs. 1994)	70%	67%	↔	66%	63%	↓	51-85%	50-81%
• a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)	98%	99%	↔	94%	93%	↓	91-100%	89-100%
13. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)	82%	—		85%	—		76-98%	—
14. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)	14%	—		16%	—		4-81%	—
15. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)	23%	27%	↔	22%	27%	↑	6-42%	7-48%
GOAL 5 Mathematics and Science								
16. Has the state's international standing improved in								
• Grade 8 mathematics achievement? (1996)	10 out of 40 countries would be expected to score above Michigan			20 out of 40 countries scored above the U.S.			6-38 countries	—
• Grade 8 science achievement? (1996)	2 out of 40 countries would be expected to score above Michigan			9 out of 40 countries scored above the U.S.			1-38 countries	—

KEY

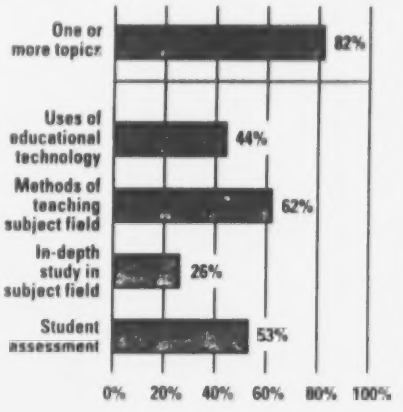
- ↑ Significantly better
- ↓ Significantly worse
- ↔ Interpret with caution. Change was not statistically significant.◆

Student Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)



[1] A complete description of the performance standard can be found in Appendix B.
ns Interpret with caution. Change was not statistically significant.

Professional Development
Percentage of public school teachers participating in professional development programs on the following topics,[1] 1994 (Indicator 13)



[1] Since the end of the previous school year.

— Data not available.
◆ See pages 243-244 for an explanation of statistical significance.
See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

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MICHIGAN

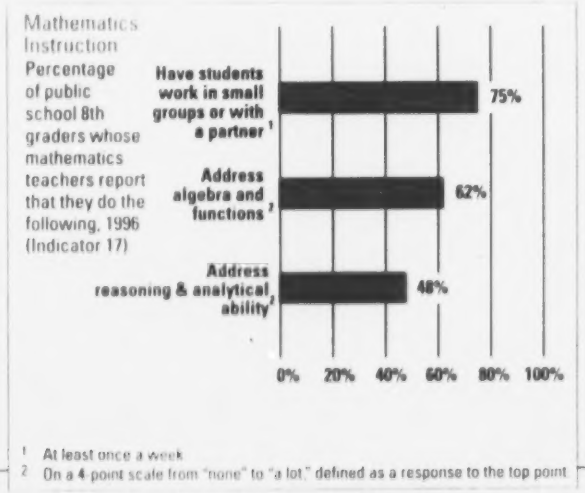
	Michigan			U.S.			Range of State Scores	
◆	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 5 Mathematics and Science (continued)								
17 Has the percentage of public school 8th graders whose mathematics teachers report that they								
• have students work in small groups or with a partner increased? (1996)	75%	—		66%	—		45-92%	—
• address algebra and functions increased? (1996)	62%	—		57%	—		45-82%	—
• address reasoning and analytical ability increased? (1996)	48%	—		52%	—		39-64%	—
18 Has the percentage of public school 8th graders who have computers available in their mathematics classrooms increased? (1996)	27%	—		30%	—		7-54%	—
19 Has the percentage of degrees awarded in mathematics and science to ◆								
• all students increased? (1991 vs. 1995)	40%	42%	↑	39%	42%	↑	25-49%	15-53%
• minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1995)	39%	37%	↓	39%	40%	↑	22-64%	22-57%
• female students increased? (1991 vs. 1995)	35%	35%	↔	35%	37%	↑	23-46%	13-47%
GOAL 6 Adult Literacy and Lifelong Learning								
20 Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)	—	—		52%	—		46-77%	—
21 Has the percentage of U.S. citizens who report that they								
• registered to vote increased? (1988 vs. 1996)	74%	74%	↔	70%	71%	↑	58-95%	61-91%
• voted increased? (1988 vs. 1996)	61%	60%	↔	61%	58%	↓	50-74%	47-69%
22 Has postsecondary enrollment increased? (1992 vs. 1996)	59%	59%*	↑	◆	◆		33-68%	40-73%

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution: Change was not statistically significant ◆



1 At least once a week

2 On a 4-point scale from "none" to "a lot," defined as a response to the top point

◆ Indicators are not the same at the national and state levels

Data not available

* The non-rounded values for indicator 22 in 1992 and 1996 were 58.6 and 58.8, respectively

◆ See pages 243-244 for an explanation of statistical significance

See pages 14-17 for a Guide to Reading the State Pages

See Appendix B for technical notes and sources

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MICHIGAN

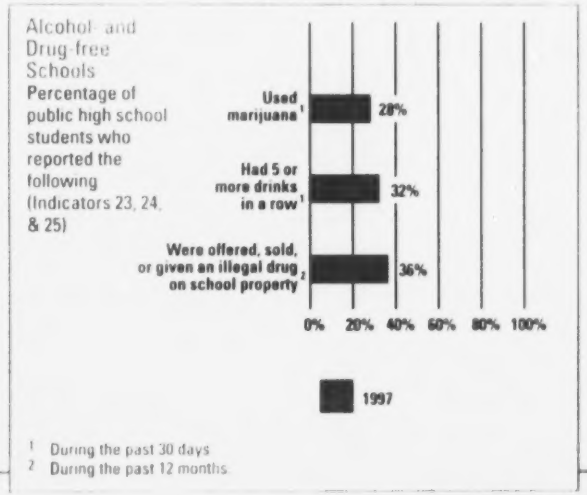
	Michigan			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools								
23. Has student marijuana use decreased? (1997)	28%	—		◆	◆		12-35%	—
24. Has student alcohol use (5 or more drinks in a row) decreased? (1997) *	32%	—		◆	◆		11-45%	—
25. Has the availability of drugs on school property decreased? (1997) *	36%	—		◆	◆		15-42%	—
26. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1997) *	9%	—		◆	◆		5-13%	—
27. Has the percentage of students involved in physical fights on school property decreased? (1997) *	15%	—		◆	◆		11-34%	—
28. Has the percentage of students carrying weapons on school property decreased? (1997) *	8%	—		◆	◆		5-17%	—
29. Has the percentage of students who do not feel safe at school decreased? (1997) *	5%	—		◆	◆		3-13%	—
30. Has teacher victimization decreased? (1994)	13%	—		15%	—		8-26%	—
31. Have student disruptions that interfere with teaching decreased? (1991 vs. 1994)	38%	46%	↓	37%	46%	↓	23-60%	33-65%
GOAL 8 Parental Participation								
32. Has the percentage of schools with minimal parental involvement decreased, according to								
• public school teachers? (1991 vs. 1994)	25%	26%	↔	◆	◆		9-44%	13-50%
• public school principals? (1991 vs. 1994)	13%	9%	↔	◆	◆		4-22%	3-27%
33. Has the influence of parent associations on school policy increased? (1991 vs. 1994)	21%	16%	↔	◆	◆		8-37%	12-50%

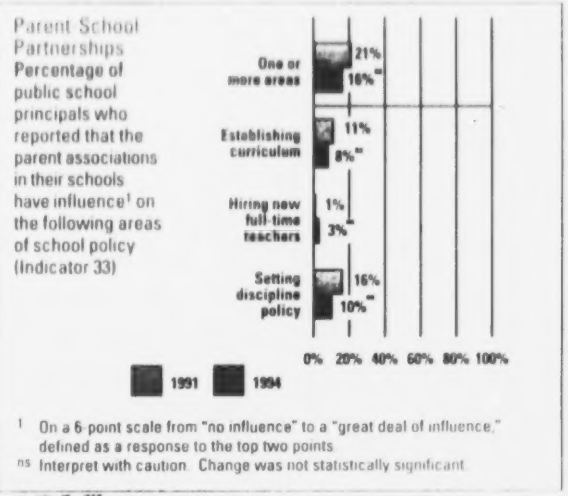
KEY

- ↑ Significantly better
- ↓ Significantly worse
- ↔ Interpret with caution. Change was not statistically significant ◆

◆ Indicators are not the same at the national and state levels.
— Data not available.
* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
◆ See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.


Alcohol- and Drug-free Schools
Percentage of public high school students who reported the following (Indicators 23, 24, & 25)
Used marijuana[1]
28%
Had 5 or more drinks in a row[1]
32%
Were offered, sold, or given an illegal drug on school property[2]
36%
0% 20% 40% 60% 80% 100%
1997
1 During the past 30 days
2 During the past 12 months


Parent School Partnerships
Percentage of public school principals who reported that the parent associations in their schools have influence[1] on the following areas of school policy (Indicator 33)
One or more areas
21%
16%**
Establishing curriculum
11%
8%**
Hiring new full-time teachers
1%
3%
Setting discipline policy
16%
10%**
0% 20% 40% 60% 80% 100%
1991
1994
1 On a 6-point scale from "no influence" to a "great deal of influence," defined as a response to the top two points.
ns Interpret with caution. Change was not statistically significant.

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MINNESOTA

	Minnesota			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 1 Ready to Learn								
1 Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1996)	28%	30%	↓	37%	34%	↑	25.48%	24.45%
2 Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)	81%	81%	↔	75%	78%	↑	61.88%	71.87%
3 Has the percentage of infants born at low birthweight decreased? (1990 vs. 1996)	5%	6%	↓	7%	7%	↔	5.15%	5.14%
4 Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1996)	81%	83%	↑	76%	82%	↑	47.87%	55.90%
5 Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1997)	42	55	↑	■	■		16.68	15.95
GOAL 2 School Completion								
6 Has the high school completion rate increased? (1990 vs. 1996)	92%	92%	↔	86%	86%	↔	77.96%	79.95%
7 Has the high school dropout rate decreased? (1994 vs. 1995)	5%	5%	↔	■	■		3.10%	2.11%
GOAL 3 Student Achievement and Citizenship								
8 Has reading achievement improved in Grade 4? (1992 vs. 1994)	31%	33%	↔	29%	30%	↔	8.38%	8.41%
9 Has mathematics achievement improved								
• in Grade 4? (1992 vs. 1996)	26%	29%	↔	18%	21%	↑	5.27%	3.31%
• in Grade 8? (1990 vs. 1996)	23%	34%	↑	15%	24%	↑	1.27%	5.34%
10 Has science achievement improved in Grade 8? (1996)	37%	—		29%	—		5.41%	—

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant ❖

■ Comparable national data are not available.

— Data not available.

Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.

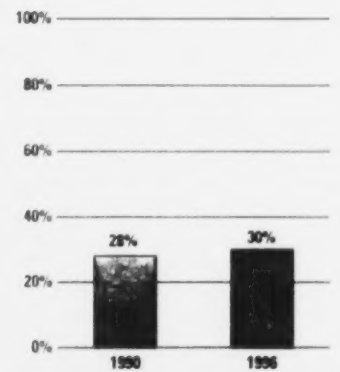
❖ See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.

Children's Health Index

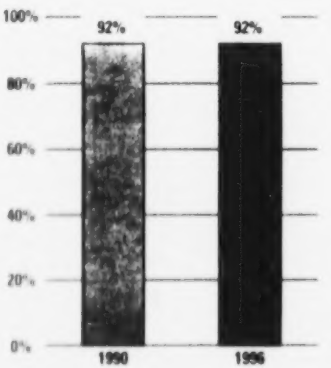
Percentage of infants born with 1 or more of 4 health risks[1] (Indicator 1)



[1] Risks are: late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion

Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.

[2] Includes traditional high school diploma and alternative credential.

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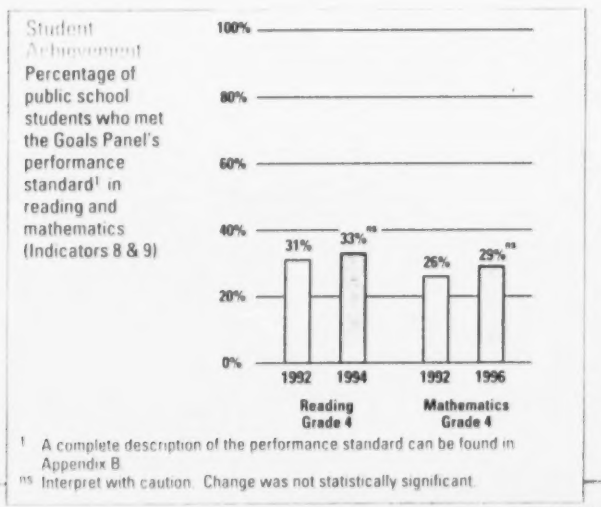
MINNESOTA

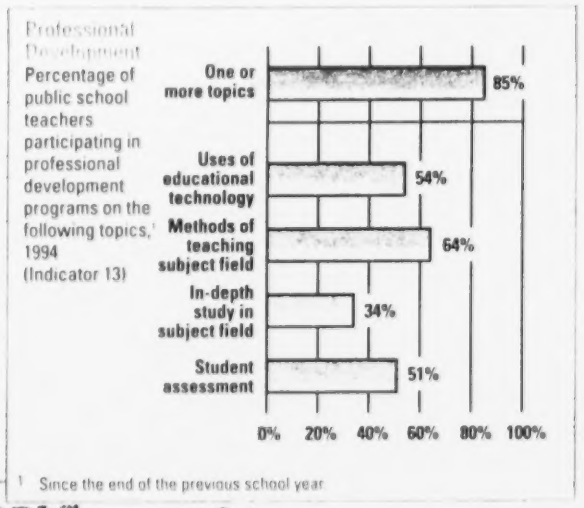
	Minnesota			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)								
11. Has the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1998)	22	54	↑	55	88	↑	9-177	19-235
GOAL 4 Teacher Education and Professional Development								
12. Has the percentage of public secondary school teachers who hold								
• a degree in their main teaching assignment increased? (1991 vs. 1994)	80%	81%	↔	66%	63%	↓	51-85%	50-81%
• a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)	100%	98%	↓	94%	93%	↓	91-100%	89-100%
13. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)	85%	—		85%	—		76-98%	—
14. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)	10%	—		16%	—		4-81%	—
15. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)	14%	18%	↔	22%	27%	↑	6-42%	7-48%
GOAL 5 Mathematics and Science								
16. Has the state's international standing improved in								
• Grade 8 mathematics achievement? (1996)	6 out of 40 countries scored above Minnesota			20 out of 40 countries scored above the U.S.			6-38 countries	—
• Grade 8 science achievement? (1996)	1 out of 40 countries scored above Minnesota			9 out of 40 countries scored above the U.S.			1-38 countries	—

↑ Significantly better
↓ Significantly worse
↔ Interpret with caution. Change was not statistically significant *

– Data not available
* See pages 243-244 for an explanation of statistical significance
See pages 14-17 for a Guide to Reading the State Pages
See Appendix B for technical notes and sources



[1] A complete description of the performance standard can be found in Appendix B.
ns Interpret with caution. Change was not statistically significant.



[1] Since the end of the previous school year.

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MINNESOTA

	Minnesota			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 5 Mathematics and Science (continued)								
17 Has the percentage of public school 8th graders whose mathematics teachers report that they								
• have students work in small groups or with a partner increased? (1996)	69%	—		66%	—		45-92%	—
• address algebra and functions increased? (1996)	64%	—		57%	—		45-82%	—
• address reasoning and analytical ability increased? (1996)	47%	—		52%	—		39-64%	—
18 Has the percentage of public school 8th graders who have computers available in their mathematics classrooms increased? (1996)	28%	—		30%	—		7-54%	—
19 Has the percentage of degrees awarded in mathematics and science to								
• all students increased? (1991 vs. 1995)	37%	41%	↑	39%	42%	↑	25-49%	15-53%
• minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1995)	39%	41%	↑	39%	40%	↑	22-64%	22-57%
• female students increased? (1991 vs. 1995)	33%	35%	↑	35%	37%	↑	23-46%	13-47%
GOAL 6 Adult Literacy and Lifelong Learning								
20 Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)	—	—		52%	—		46-77%	—
21 Has the percentage of U.S. citizens who report that they								
• registered to vote increased? (1988 vs. 1996)	79%	81%	↔	70%	71%	↑	58-95%	61-91%
• voted increased? (1988 vs. 1996)	71%	69%	↔	61%	58%	↓	50-74%	47-69%
22 Has postsecondary enrollment increased? (1992 vs. 1996)	54%	54%*	↑	◆	◆		33-68%	40-73%

KEY

↑ Significantly better

↓ Significantly worse

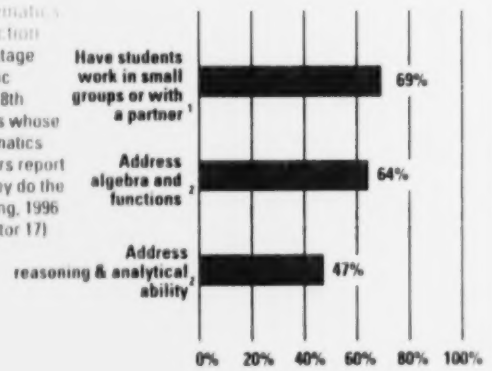
↔ Interpret with caution: Change was not statistically significant ❖

◆ Indicators are not the same at the national and state levels
— Data not available
* The non-rounded values for indicator 22 in 1992 and 1996 were 53.7 and 54.0, respectively
❖ See pages 243-244 for an explanation of statistical significance

See pages 14-17 for a Guide to Reading the State Pages
See Appendix B for technical notes and sources

Mathematics Instruction

Percentage of public school 8th graders whose mathematics teachers report that they do the following, 1996 (Indicator 17)



1 At least once a week
2 On a 4 point scale from "none" to "a lot," defined as a response to the top point

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MINNESOTA

	Minnesota			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools								
23. Has student marijuana use decreased? (1991 vs. 1997) *	—	—		◆	◆		4-18%	12-35%
24. Has student alcohol use (5 or more drinks in a row) decreased? (1991 vs. 1997) *	—	—		◆	◆		17-43%	11-45%
25. Has the availability of drugs on school property decreased? (1993 vs. 1997) *	—	—		◆	◆		11-31%	15-42%
26. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993 vs. 1997) *	—	—		◆	◆		6-15%	5-13%
27. Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1997) *	—	—		◆	◆		13-39%	11-34%
28. Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1997) *	—	—		◆	◆		8-18%	5-17%
29. Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1997) *	—	—		◆	◆		3-23%	3-13%
30. Has teacher victimization decreased? (1994)	13%	—		15%	—		8-26%	—
31. Have student disruptions that interfere with teaching decreased? (1991 vs. 1994)	32%	52%	↓	37%	46%	↓	23-60%	33-65%
GOAL 8 Parental Participation								
32. Has the percentage of schools with minimal parental involvement decreased, according to								
• public school teachers? (1991 vs. 1994)	13%	14%	↔	◆	◆		9-44%	13-50%
• public school principals? (1991 vs. 1994)	7%	6%	↔	◆	◆		4-22%	3-27%
33. Has the influence of parent associations on school policy increased? (1991 vs. 1994)	24%	32%	↔	◆	◆		8-37%	12-50%

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant. ◆

◆ Indicators are not the same at the national and state levels.

— Data not available.

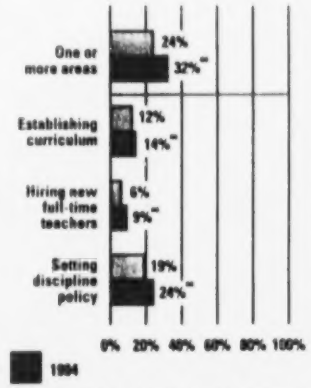
* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.

◆ See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

Parent-School Partnerships

Percentage of public school principals who reported that the parent associations in their schools have influence[1] on the following areas of school policy (Indicator 33)



[1] On a 6-point scale from "no influence" to a "great deal of influence," defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

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MISSISSIPPI

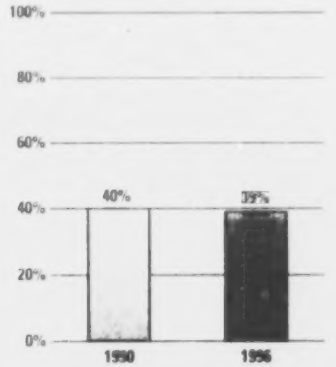
	Mississippi			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 1 Ready to Learn								
1. Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1996)	40%	39%	↑	37%	34%	↑	25-48%	24-45%
2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)	83%	81%	↔	75%	78%	↑	61-88%	71-87%
3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1996)	10%	10%	↔	7%	7%	↔	5-15%	5-14%
4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1996)	75%	79%	↑	76%	82%	↑	47-87%	55-90%
5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1997)	46	50	↑	■	■		16-68	15-95
GOAL 2 School Completion								
6. Has the high school completion rate increased? (1990 vs. 1996)	84%	84%	↔	86%	86%	↔	77-96%	79-95%
7. Has the high school dropout rate decreased? (1992 vs. 1995)	5%	6%	↓	■	■		3-12%	2-11%
GOAL 3 Student Achievement and Citizenship								
8. Has reading achievement improved in Grade 4? (1992 vs. 1994)	14%	18%	↑	29%	30%	↔	8-38%	8-41%
9. Has mathematics achievement improved								
• in Grade 4? (1992 vs. 1996)	6%	8%	↔	18%	21%	↑	5-27%	3-31%
• in Grade 8? (1992 vs. 1996)	6%	7%	↔	21%	24%	↑	1-31%	5-34%
10. Has science achievement improved in Grade 8? (1996)	12%	—		29%	—		5-41%	—

↑ Significantly better
↓ Significantly worse
↔ Interpret with caution. Change was not statistically significant.*

■ Comparable national data are not available.
— Data not available.
† Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
* See pages 243-244 for an explanation of statistical significance.
See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

Children's Health Indicators

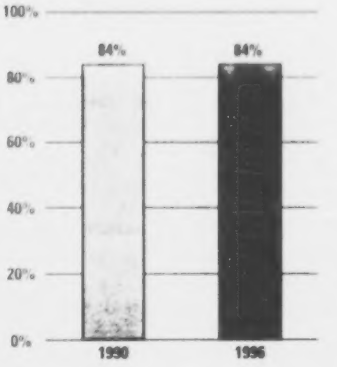
Percentage of infants born with 1 or more of 4 health risks[1] (Indicator 1)



[1] Risks are: late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion

Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

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MISSISSIPPI

	Mississippi			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)								
11. Has the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1998)	17	25	↑	55	88	↑	9-177	19-235
GOAL 4 Teacher Education and Professional Development								
12. Has the percentage of public secondary school teachers who hold								
• a degree in their main teaching assignment increased? (1991 vs. 1994)	67%	61%	↔	66%	63%	↓	51-85%	50-81%
• a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)	98%	96%	↔	94%	93%	↓	91-100%	89-100%
13. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)	88%	—		85%	—		76-98%	—
14. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)	18%	—		16%	—		4-81%	—
15. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)	20%	20%	↔	22%	27%	↑	6-42%	7-48%
GOAL 5 Mathematics and Science								
16. Has the state's international standing improved in								
• Grade 8 mathematics achievement? (1996)	36 out of 40 countries would be expected to score above Mississippi			20 out of 40 countries scored above the U.S.			6-38 countries	—
• Grade 8 science achievement? (1996)	27 out of 40 countries would be expected to score above Mississippi			9 out of 40 countries scored above the U.S.			1-38 countries	—

KEY

- ↑ Significantly better
- ↓ Significantly worse
- ↔ Interpret with caution. Change was not statistically significant *

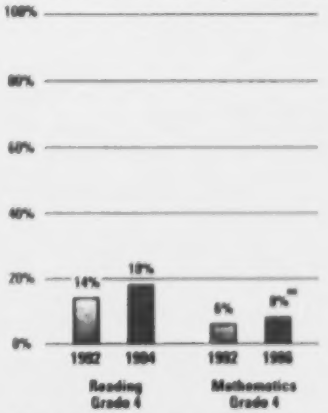
— Data not available.

* See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)

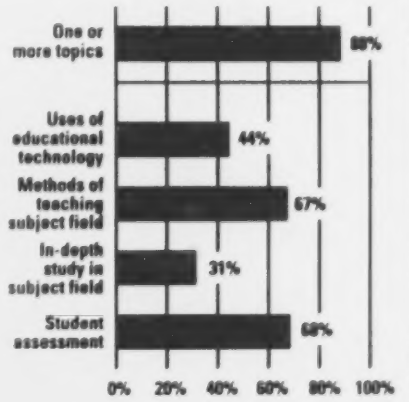


[1] A complete description of the performance standard can be found in Appendix B.

** Interpret with caution. Change was not statistically significant.

Professional Development

Percentage of public school teachers participating in professional development programs on the following topics[1] 1994 (Indicator 13)



[1] Since the end of the previous school year.

BEST COPY AVAILABLE

MISSISSIPPI

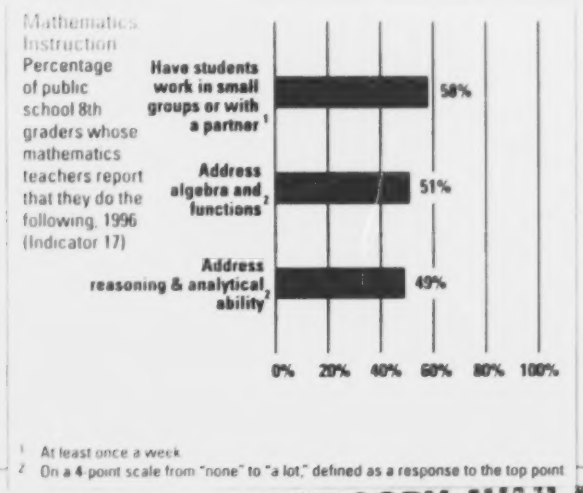
	Mississippi			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 5 Mathematics and Science (continued)								
17 Has the percentage of public school 8th graders whose mathematics teachers report that they								
• have students work in small groups or with a partner increased? (1996)	58%	—		66%	—		45-92%	—
• address algebra and functions increased? (1996)	51%	—		57%	—		45-82%	—
• address reasoning and analytical ability increased? (1996)	49%	—		52%	—		39-64%	—
18 Has the percentage of public school 8th graders who have computers available in their mathematics classrooms increased? (1996)	22%	—		30%	—		7-54%	—
19 Has the percentage of degrees awarded in mathematics and science to								
• all students increased? (1991 vs. 1995)	33%	40%	↑	39%	42%	↑	25-49%	15-53%
• minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1995)	36%	40%	↑	39%	40%	↑	22-64%	22-57%
• female students increased? (1991 vs. 1995)	30%	37%	↑	35%	37%	↑	23-46%	13-47%
GOAL 6 Adult Literacy and Lifelong Learning								
20 Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)	—	—		52%	—		46-77%	—
21 Has the percentage of U.S. citizens who report that they								
• registered to vote increased? (1988 vs. 1996)	78%	72%	↔	70%	71%	↑	58-95%	61-91%
• voted increased? (1988 vs. 1996)	63%	56%	↔	61%	58%	↓	50-74%	47-69%
22 Has postsecondary enrollment increased? (1992 vs. 1996)	61%	65%	↑	◆	◆		33-68%	40-73%

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant ◆



1 At least once a week

2 On a 4-point scale from "none" to "a lot," defined as a response to the top point

• Indicators are not the same at the national and state levels

— Data not available

◆ See pages 243-244 for an explanation of statistical significance

See pages 14-17 for a Guide to Reading the State Pages

See Appendix B for technical notes and sources

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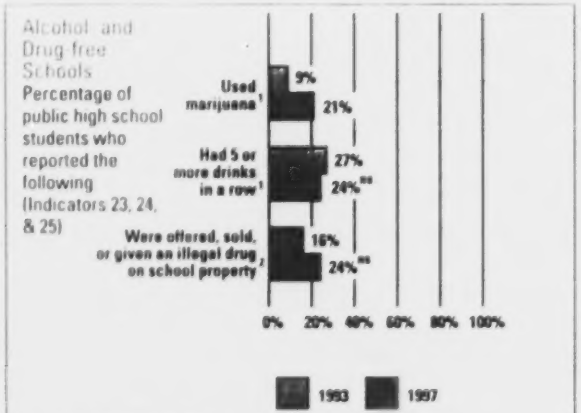
MISSISSIPPI

	Mississippi			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools								
23. Has student marijuana use decreased? (1993 vs. 1997)	9%	21%	↓	◆	◆		7-21%	12-35%
24. Has student alcohol use (5 or more drinks in a row) decreased? (1993 vs. 1997)	27%	24%	↔	◆	◆		9-44%	11-45%
25. Has the availability of drugs on school property decreased? (1993 vs. 1997)	16%	24%	↔	◆	◆		11-31%	15-42%
26. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993 vs. 1997)	8%	9%	↔	◆	◆		6-15%	5-13%
27. Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1997)	17%	16%	↔	◆	◆		13-39%	11-34%
28. Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1997)	14%	10%	↔	◆	◆		8-18%	5-17%
29. Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1997)	6%	6%	↔	◆	◆		3-23%	3-13%
30. Has teacher victimization decreased? (1994)	15%	—		15%	—		8-26%	—
31. Have student disruptions that interfere with teaching decreased? (1991 vs. 1994)	30%	47%	↓	37%	46%	↓	23-60%	33-65%
GOAL 8 Parental Participation								
32. Has the percentage of schools with minimal parental involvement decreased, according to								
• public school teachers? (1991 vs. 1994)	31%	40%	↓	◆	◆		9-44%	13-50%
• public school principals? (1991 vs. 1994)	21%	24%	↔	◆	◆		4-22%	3-27%
33. Has the influence of parent associations on school policy increased? (1991 vs. 1994)	24%	25%	↔	◆	◆		8-37%	12-50%

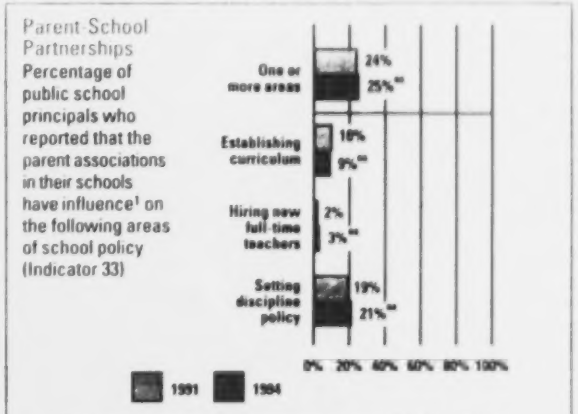
KEY

- ↑ Significantly better
- ↓ Significantly worse
- ↔ Interpret with caution. Change was not statistically significant.◆

◆ Indicators are not the same at the national and state levels.
— Data not available.
Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
See pages 243-244 for an explanation of statistical significance.
See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.



[1] During the past 30 days.
[2] During the past 12 months.
ns Interpret with caution. Change was not statistically significant.



[1] On a 6-point scale from "no influence" to a "great deal of influence," defined as a response to the top two points.
ns Interpret with caution. Change was not statistically significant.

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MISSOURI

	Missouri			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 1 Ready to Learn								
1 Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1996)	41%	36%	↑	37%	34%	↑	25.48%	24.45%
2 Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)	64%	78%	↑	75%	78%	↑	61.88%	71.87%
3 Has the percentage of infants born at low birthweight decreased? (1990 vs. 1996)	7%	8%	↓	7%	7%	↔	5.15%	5.14%
4 Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1996)	79%	86%	↑	76%	82%	↑	47.87%	55.90%
5 Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1997)	18	38	↑	■	■		16.68	15.95
GOAL 2 School Completion								
6 Has the high school completion rate increased? (1990 vs. 1996)	88%	86%	↔	86%	86%	↔	77.96%	79.95%
7 Has the high school dropout rate decreased? (1992 vs. 1995)	6%	7%	↓	■	■		3.12%	2.11%
GOAL 3 Student Achievement and Citizenship								
8 Has reading achievement improved in Grade 4? (1992 vs. 1994)	30%	31%	↔	29%	30%	↔	8.38%	8.41%
9 Has mathematics achievement improved								
• in Grade 4? (1992 vs. 1996)	19%	20%	↔	18%	21%	↑	5.27%	3.31%
• in Grade 8? (1992 vs. 1996)	20%	22%	↔	21%	24%	↑	1.31%	5.34%
10 Has science achievement improved in Grade 8? (1996)	28%	—		29%	—		5.41%	—

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant *

■ Comparable national data are not available.

— Data not available.

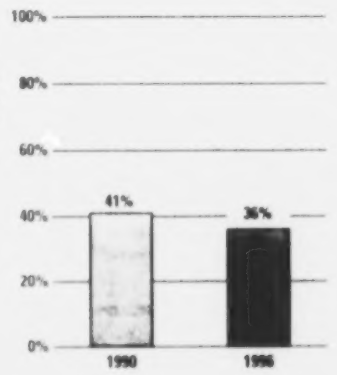
Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.

* See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

Children's Health Index

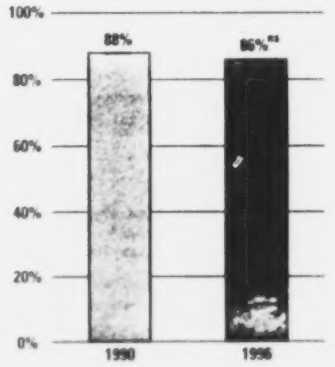
Percentage of infants born with 1 or more of 4 health risks[1] (Indicator 1)



1 Risks are: late (or third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion

Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



1 Does not include those still in high school.

2 Includes traditional high school diploma and alternative credential.

ns Interpret with caution. Change was not statistically significant.

BEST COPY AVAILABLE

MISSOURI

	Missouri			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)								
11. Has the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1998)	24	38	↑	55	88	↑	9-177	19-235
GOAL 4 Teacher Education and Professional Development								
12. Has the percentage of public secondary school teachers who hold								
• a degree in their main teaching assignment increased? (1991 vs. 1994)	72%	65%	↔	66%	63%	↓	51-85%	50-81%
• a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)	98%	98%	↔	94%	93%	↓	91-100%	89-100%
13. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)	81%	—		85%	—		76-98%	—
14. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)	9%	—		16%	—		4-81%	—
15. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)	18%	27%	↑	22%	27%	↑	6-42%	7-48%
GOAL 5 Mathematics and Science								
16. Has the state's international standing improved in								
• Grade 8 mathematics achievement? (1996)	15 out of 40 countries would be expected to score above Missouri			20 out of 40 countries scored above the U.S.			6-38 countries	—
• Grade 8 science achievement? (1996)	4 out of 40 countries would be expected to score above Missouri			9 out of 40 countries scored above the U.S.			1-38 countries	—

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant ◆

— Data not available

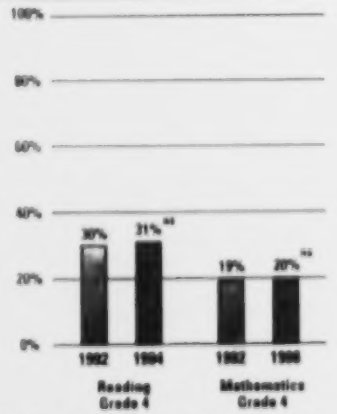
◆ See pages 243-244 for an explanation of statistical significance

See pages 14-17 for a Guide to Reading the State Pages

See Appendix B for technical notes and sources

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)

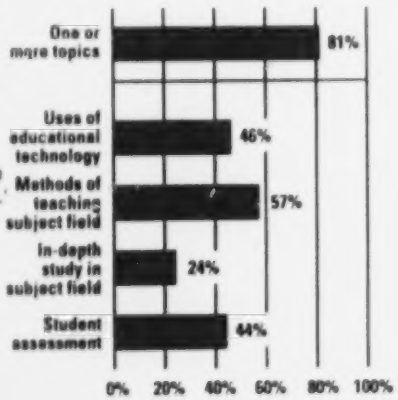


[1] A complete description of the performance standard can be found in Appendix B.

ns Interpret with caution. Change was not statistically significant.

Professional Development

Percentage of public school teachers participating in professional development programs on the following topics,[1] 1994 (Indicator 13)



[1] Since the end of the previous school year.

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MISSOURI

	Missouri			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 5 Mathematics and Science (continued)								
17 Has the percentage of public school 8th graders whose mathematics teachers report that they								
• have students work in small groups or with a partner increased? (1996)	60%	—		66%	—		45-92%	—
• address algebra and functions increased? (1996)	65%	—		57%	—		45-82%	—
• address reasoning and analytical ability increased? (1996)	46%	—		52%	—		39-64%	—
18 Has the percentage of public school 8th graders who have computers available in their mathematics classrooms increased? (1996)	27%	—		30%	—		7-54%	—
19 Has the percentage of degrees awarded in mathematics and science to								
• all students increased? (1991 vs. 1995)	35%	38%	↑	39%	42%	↑	25-49%	15-53%
• minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1995)	32%	33%	↑	39%	40%	↑	22-64%	22-57%
• female students increased? (1991 vs. 1995)	30%	35%	↑	35%	37%	↑	23-46%	13-47%
GOAL 6 Adult Literacy and Lifelong Learning								
20 Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)	—	—		52%	—		46-77%	—
21 Has the percentage of U.S. citizens who report that they								
• registered to vote increased? (1988 vs. 1996)	76%	76%	↔	70%	71%	↑	58-95%	61-91%
• voted increased? (1988 vs. 1996)	66%	62%	↔	61%	58%	↓	50-74%	47-69%
22 Has postsecondary enrollment increased? (1992 vs. 1996)	49%	50%	↑	◆	◆		33-68%	40-73%

KEY

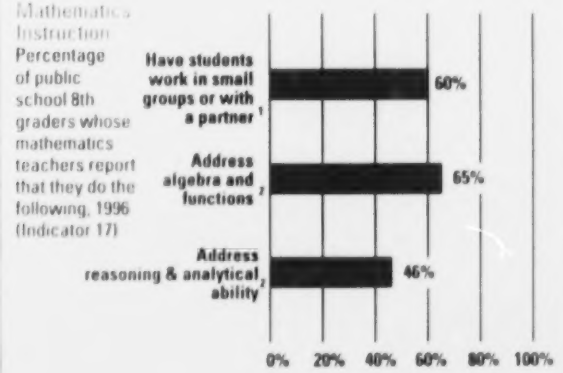
↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant ❖

Mathematics Instruction

Percentage of public school 8th graders whose mathematics teachers report that they do the following, 1996 (Indicator 17)



[1] At least once a week

[2] On a 4 point scale from "none" to "a lot," defined as a response to the top point

◆ Indicators are not the same at the national and state levels

— Data not available

❖ See pages 243-244 for an explanation of statistical significance

See pages 14-17 for a Guide to Reading the State Pages

See Appendix B for technical notes and sources

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MISSOURI

	Missouri			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools								
23 Has student marijuana use decreased? (1995 vs. 1997)	22%	28%	↔	◆	◆		7-32%	12-35%
24 Has student alcohol use (5 or more drinks in a row) decreased? (1995 vs. 1997)	40%	38%	↔	◆	◆		13-43%	11-45%
25 Has the availability of drugs on school property decreased? (1995 vs. 1997)	26%	26%	↔	◆	◆		20-46%	15-42%
26 Has the percentage of students threatened or injured with a weapon while on school property decreased? (1995 vs. 1997)	8%	8%	↔	◆	◆		4-11%	5-13%
27 Has the percentage of students involved in physical fights on school property decreased? (1995 vs. 1997)	15%	13%	↔	◆	◆		12-19%	11-34%
28 Has the percentage of students carrying weapons on school property decreased? (1995 vs. 1997)	13%	10%	↔	◆	◆		7-14%	5-17%
29 Has the percentage of students who do not feel safe at school decreased? (1995 vs. 1997)	4%	4%	↔	◆	◆		3-16%	3-13%
30 Has teacher victimization decreased? (1994)	14%	—		15%	—		8-26%	—
31 Have student disruptions that interfere with teaching decreased? (1991 vs. 1994)	41%	53%	↓	37%	46%	↓	23-60%	33-65%
GOAL 8 Parental Participation								
32 Has the percentage of schools with minimal parental involvement decreased, according to								
• public school teachers? (1991 vs. 1994)	22%	27%	↔	◆	◆		9-44%	13-50%
• public school principals? (1991 vs. 1994)	15%	13%	↔	◆	◆		4-22%	3-27%
33 Has the influence of parent associations on school policy increased? (1991 vs. 1994)	10%	17%	↔	◆	◆		8-37%	12-50%

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant *

◆ Indicators are not the same at the national and state levels

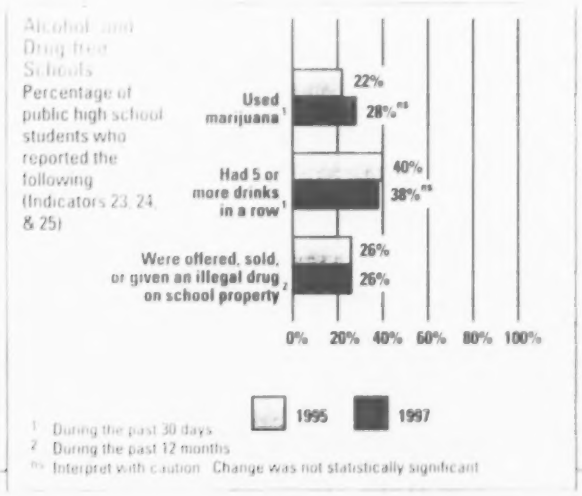
— Data not available

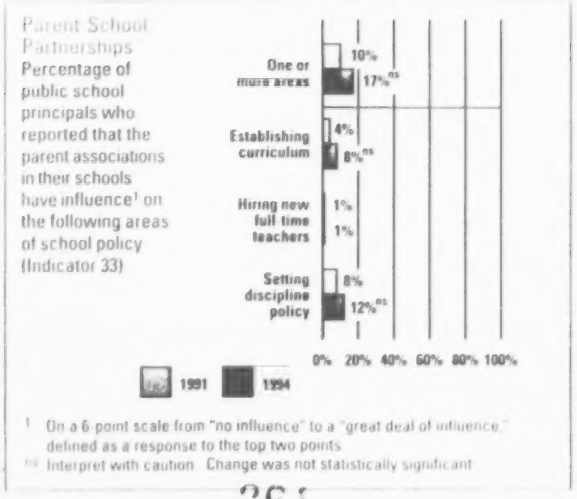
Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.

* See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.


Alcohol- and Drug-free Schools
Percentage of public high school students who reported the following (Indicators 23, 24, & 25)
Used marijuana[1]
22%
28% ns
Had 5 or more drinks in a row[1]
40%
38% ns
Were offered, sold, or given an illegal drug on school property[2]
26%
26%
0% 20% 40% 60% 80% 100%
1995
1997
1 During the past 30 days
2 During the past 12 months
ns Interpret with caution. Change was not statistically significant


Parent School Partnerships
Percentage of public school principals who reported that the parent associations in their schools have influence[1] on the following areas of school policy (Indicator 33)
One or more areas
10%
17% ns
Establishing curriculum
4%
8% ns
Hiring new full time teachers
1%
1%
Setting discipline policy
8%
12% ns
0% 20% 40% 60% 80% 100%
1991
1994
1 On a 6-point scale from "no influence" to a "great deal of influence," defined as a response to the top two points.
ns Interpret with caution. Change was not statistically significant

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MONTANA

	Montana			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 1 Ready to Learn								
1. Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1996)	38%	36%	↑	37%	34%	↑	25-48%	24-45%
2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)	75%	75%	↔	75%	78%	↑	61-88%	71-87%
3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1996)	6%	6%	↔	7%	7%	↔	5-15%	5-14%
4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1996)	76%	83%	↑	76%	82%	↑	47-87%	55-90%
5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1997)	46	49	↑	■	■		16-68	15-95
GOAL 2 School Completion								
6. Has the high school completion rate increased? (1990 vs. 1996)	93%	89%	↔	86%	86%	↔	77-96%	79-95%
7. Has the high school dropout rate decreased? (1992 vs. 1995)	—	—		■	■		3-12%	2-11%
GOAL 3 Student Achievement and Citizenship								
8. Has reading achievement improved in Grade 4? (1994)	35%	—		30%	—		8-41%	—
9. Has mathematics achievement improved								
• in Grade 4? (1996)	22%	—		21%	—		3-31%	—
• in Grade 8? (1990 vs. 1996)	27%	32%	↑	15%	24%	↑	1-27%	5-34%
10. Has science achievement improved in Grade 8? (1996)	41%	—		29%	—		5-41%	—

KEY

↑ Significantly better

↓ Significantly worse

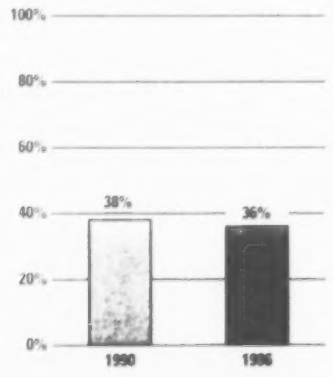
↔ Interpret with caution: Change was not statistically significant *

■ Comparable national data are not available.
— Data not available.
* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
* See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

Children's Health Risks

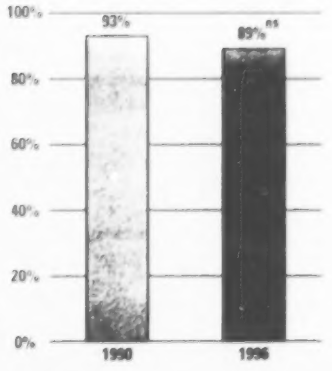
Percentage of infants born with 1 or more of 4 health risks[1] (Indicator 1)



1 Risks are: late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion

Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



1 Does not include those still in high school.
2 Includes traditional high school diploma and alternative credential.
ns Interpret with caution: Change was not statistically significant.

BEST COPY AVAILABLE

MONTANA

	Montana			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)								
11. Has the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1998)	26	45	↑	55	88	↑	9-177	19-235
GOAL 4 Teacher Education and Professional Development								
12. Has the percentage of public secondary school teachers who hold								
• a degree in their main teaching assignment increased? (1991 vs. 1994)	69%	64%	↔	66%	63%	↓	51-85%	50-81%
• a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)	98%	98%	↔	94%	93%	↓	91-100%	89-100%
13. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)	86%	—		85%	—		76-98%	—
14. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)	19%	—		16%	—		4-81%	—
15. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)	10%	9%	↔	22%	27%	↑	6-42%	7-48%
GOAL 5 Mathematics and Science								
16. Has the state's international standing improved in								
• Grade 8 mathematics achievement? (1996)	6 out of 40 countries would be expected to score above Montana			20 out of 40 countries scored above the U.S.			6-38 countries	—
• Grade 8 science achievement? (1996)	1 out of 40 countries would be expected to score above Montana			9 out of 40 countries scored above the U.S.			1-38 countries	—

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant.*

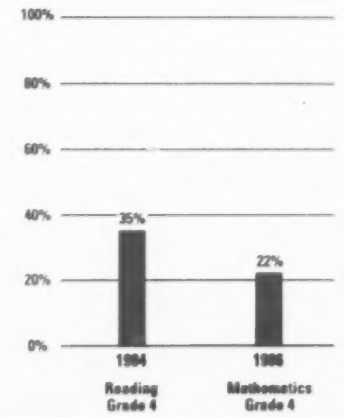
— Data not available

* See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

Student Achievement

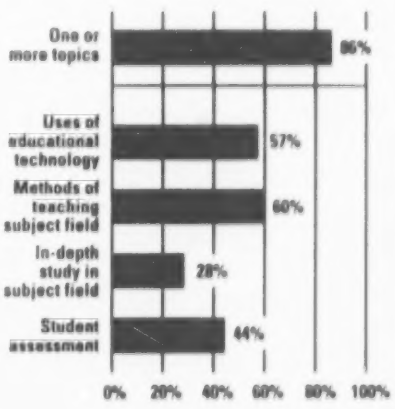
Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)



[1] A complete description of the performance standard can be found in Appendix B

Professional Development

Percentage of public school teachers participating in professional development programs on the following topics,[1] 1994 (Indicator 13)



[1] Since the end of the previous school year

BEST COPY AVAILABLE

MONTANA

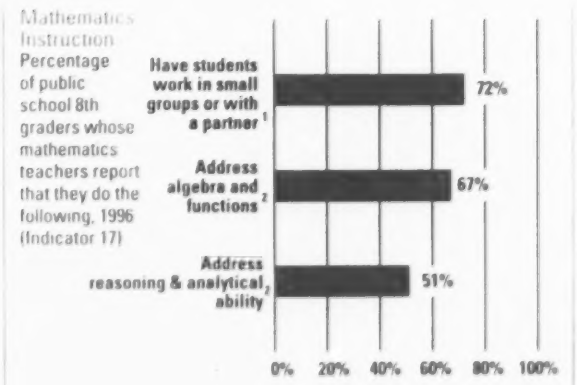
	Montana			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 5 Mathematics and Science (continued)								
17 Has the percentage of public school 8th graders whose mathematics teachers report that they								
• have students work in small groups or with a partner increased? (1996)	72%	—		66%	—		45-92%	—
• address algebra and functions increased? (1996)	67%	—		57%	—		45-82%	—
• address reasoning and analytical ability increased? (1996)	51%	—		52%	—		39-64%	—
18 Has the percentage of public school 8th graders who have computers available in their mathematics classrooms increased? (1996)	39%	—		30%	—		7-54%	—
19 Has the percentage of degrees awarded in mathematics and science to								
• all students increased? (1991 vs. 1995)	38%	44%	↑	39%	42%	↑	25-49%	15-53%
• minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1995)	39%	43%	↑	39%	40%	↑	22-64%	22-57%
• female students increased? (1991 vs. 1995)	29%	35%	↑	35%	37%	↑	23-46%	13-47%
GOAL 6 Adult Literacy and Lifelong Learning								
20 Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)	—	—		52%	—		46-77%	—
21 Has the percentage of U.S. citizens who report that they								
• registered to vote increased? (1988 vs. 1996)	76%	76%	↔	70%	71%	↑	58-95%	61-91%
• voted increased? (1988 vs. 1996)	69%	68%	↔	61%	58%	↓	50-74%	47-69%
22 Has postsecondary enrollment increased? (1992 vs. 1996)	51%	56%	↑	◆	◆		33-68%	40-73%

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution: Change was not statistically significant *



◆ Indicators are not the same at the national and state levels
Data not available
* See pages 243-244 for an explanation of statistical significance
See pages 14-17 for a Guide to Reading the State Pages
See Appendix B for technical notes and sources

1 At least once a week
2 On a 4-point scale from "none" to "a lot," defined as a response to the top point

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MONTANA

	Montana			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools								
23. Has student marijuana use decreased? (1993 vs. 1997)	14%	27%	↓	◆	◆		7-21%	12-35%
24. Has student alcohol use (5 or more drinks in a row) decreased? (1993 vs. 1997)	41%	44%	↔	◆	◆		9-44%	11-45%
25. Has the availability of drugs on school property decreased? (1993 vs. 1997)	22%	35%	↓	◆	◆		11-31%	15-42%
26. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993 vs. 1997)	7%	7%	↔	◆	◆		6-15%	5-13%
27. Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1997)	17%	14%	↔	◆	◆		13-39%	11-34%
28. Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1997)	14%	12%	↔	◆	◆		8-18%	5-17%
29. Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1997)	3%	4%	↓	◆	◆		3-23%	3-13%
30. Has teacher victimization decreased? (1994)	9%	—		15%	—		8-26%	—
31. Have student disruptions that interfere with teaching decreased? (1991 vs. 1994)	35%	33%	↔	37%	46%	↓	23-60%	33-65%
GOAL 8 Parental Participation								
32. Has the percentage of schools with minimal parental involvement decreased, according to								
• public school teachers? (1991 vs. 1994)	17%	18%	↔	◆	◆		9-44%	13-50%
• public school principals? (1991 vs. 1994)	7%	15%	↓	◆	◆		4-22%	3-27%
33. Has the influence of parent associations on school policy increased? (1991 vs. 1994)	12%	16%	↔	◆	◆		8-37%	12-50%

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant ❖

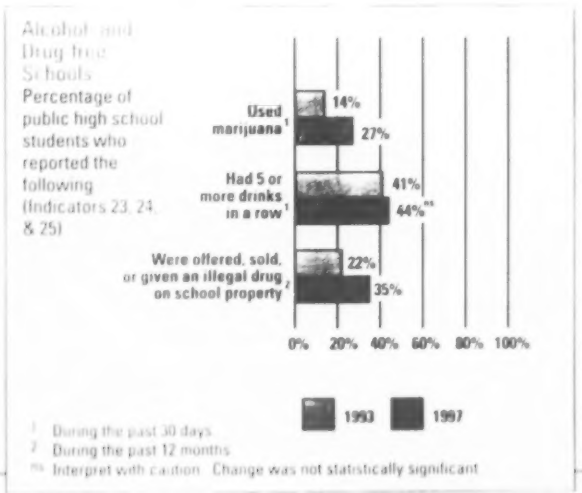
◆ Indicators are not the same at the national and state levels

— Data not available

* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.

❖ See pages 243-244 for an explanation of statistical significance.

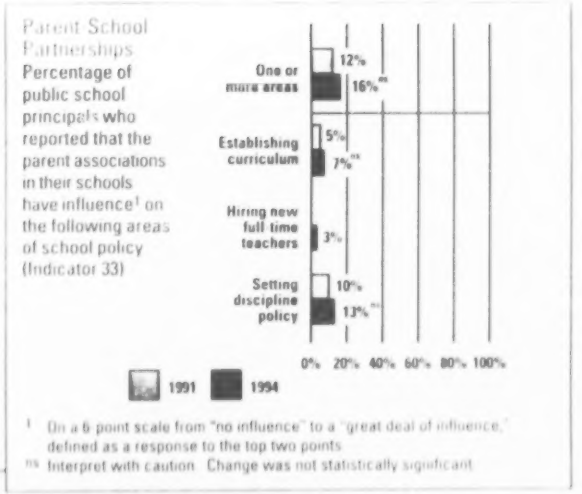
See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.



1 During the past 30 days.

2 During the past 12 months.

ns Interpret with caution. Change was not statistically significant.



1 On a 6-point scale from "no influence" to a "great deal of influence," defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

BEST COPY AVAILABLE

NEBRASKA

	Nebraska			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 1 Ready to Learn								
1 Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1996)	38%	35%	↑	37%	36%	↑	25-48%	24-45%
2 Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)	72%	77%	↔	75%	78%	↑	61-88%	71-87%
3 Has the percentage of infants born at low birthweight decreased? (1990 vs. 1996)	5%	6%	↓	7%	7%	↔	5-15%	5-14%
4 Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1996)	83%	85%	↑	76%	82%	↑	47-87%	55-90%
5 Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1997)	34	48	↑	■	■		16-68	15-95
GOAL 2 School Completion								
6 Has the high school completion rate increased? (1990 vs. 1996)	91%	92%	↔	86%	86%	↔	77-96%	79-95%
7 Has the high school dropout rate decreased? (1992 vs. 1995)	4%	5%	↓	■	■		3-12%	2-11%
GOAL 3 Student Achievement and Citizenship								
8 Has reading achievement improved in Grade 4? (1992 vs. 1994)	31%	34%	↔	29%	30%	↔	8-38%	8-41%
9 Has mathematics achievement improved								
• in Grade 4? (1992 vs. 1996)	22%	24%	↔	18%	21%	↑	5-27%	3-31%
• in Grade 8? (1990 vs. 1996)	24%	31%	↑	15%	24%	↑	1-27%	5-34%
10 Has science achievement improved in Grade 8? (1996)	35%	—		29%	—		5-41%	—

KEY

↑ Significantly better

↓ Significantly worse

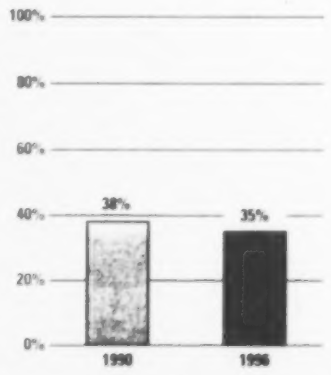
↔ Interpret with caution. Change was not statistically significant.*

■ Comparable national data are not available.
— Data not available.
† Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
* See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

Children's Health Index

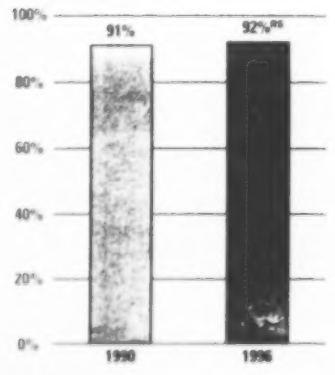
Percentage of infants born with 1 or more of 4 health risks[1] (Indicator 1)



[1] Risks are: late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion

Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
ns Interpret with caution. Change was not statistically significant.

BEST COPY AVAILABLE

NEBRASKA

	Nebraska			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)								
11 Has the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1998)	25	28	↑	55	88	↑	9-177	19-235
GOAL 4 Teacher Education and Professional Development								
12 Has the percentage of public secondary school teachers who hold								
• a degree in their main teaching assignment increased? (1991 vs. 1994)	82%	75%	↓	66%	63%	↓	51-85%	50-81%
• a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)	99%	99%	↔	94%	93%	↓	91-100%	89-100%
13 Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)	87%	—		85%	—		76-98%	—
14 Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)	13%	—		16%	—		4-81%	—
15 Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)	14%	15%	↔	22%	27%	↑	6-42%	7-48%
GOAL 5 Mathematics and Science								
16 Has the state's international standing improved in								
• Grade 8 mathematics achievement? (1996)	6 out of 40 countries would be expected to score above Nebraska			20 out of 40 countries scored above the U.S.			6-38 countries	—
• Grade 8 science achievement? (1996)	1 out of 40 countries would be expected to score above Nebraska			9 out of 40 countries scored above the U.S.			1-38 countries	—

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant.*

— Data not available

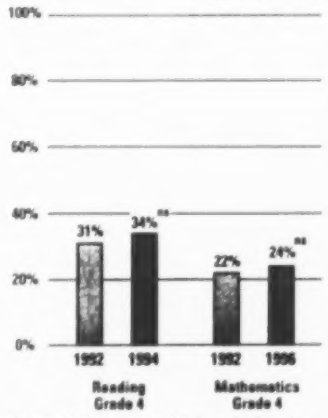
* See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)

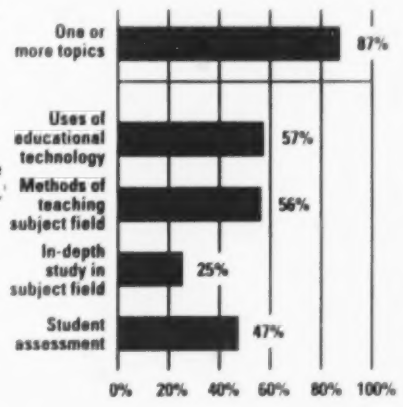


[1] A complete description of the performance standard can be found in Appendix B.

ns Interpret with caution. Change was not statistically significant.

Professional Development

Percentage of public school teachers participating in professional development programs on the following topics,[1] 1994 (Indicator 13)



[1] Since the end of the previous school year.

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NEBRASKA

	Nebraska			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 5 Mathematics and Science (continued)								
17. Has the percentage of public school 8th graders whose mathematics teachers report that they								
• have students work in small groups or with a partner increased? (1996)	62%	—		66%	—		45-92%	—
• address algebra and functions increased? (1996)	58%	—		57%	—		45-82%	—
• address reasoning and analytical ability increased? (1996)	45%	—		52%	—		39-64%	—
18. Has the percentage of public school 8th graders who have computers available in their mathematics classrooms increased? (1996)	31%	—		30%	—		7-54%	—
19. Has the percentage of degrees awarded in mathematics and science to								
• all students increased? (1991 vs. 1995)	33%	36%	↑	39%	42%	↑	25-49%	15-53%
• minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1995)	32%	36%	↑	39%	40%	↑	22-64%	22-57%
• female students increased? (1991 vs. 1995)	31%	33%	↑	35%	37%	↑	23-46%	13-47%
GOAL 6 Adult Literacy and Lifelong Learning								
20. Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)	—	—		52%	—		46-77%	—
21. Has the percentage of U.S. citizens who report that they								
• registered to vote increased? (1988 vs. 1996)	72%	76%	↔	70%	71%	↑	58-95%	61-91%
• voted increased? (1988 vs. 1996)	65%	63%	↔	61%	58%	↓	50-74%	47-69%
22. Has postsecondary enrollment increased? (1992 vs. 1996)	65%	62%	↓	◆	◆		33-68%	40-73%

KEY

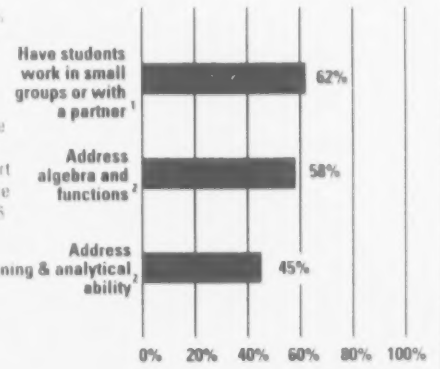
↑ Significantly better

↓ Significantly worse

↔ Interpret with caution: Change was not statistically significant *

Mathematics Instruction

Percentage of public school 8th graders whose mathematics teachers report that they do the following, 1996 (Indicator 17)



◆ Indicators are not the same at the national and state levels
... Data not available
* See pages 243-244 for an explanation of statistical significance.
See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

1 At least once a week.
2 On a 4-point scale from "none" to "a lot," defined as a response to the top point.

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NEBRASKA

	Nebraska			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools								
23. Has student marijuana use decreased? (1991 vs. 1993) *	10%	9%	↔	◆	◆		4-18%	7-21%
24. Has student alcohol use (5 or more drinks in a row) decreased? (1991 vs. 1993) *	37%	36%	↔	◆	◆		17-43%	9-44%
25. Has the availability of drugs on school property decreased? (1993) *	11%	—		◆	◆		11-31%	—
26. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993) *	6%	—		◆	◆		6-15%	—
27. Has the percentage of students involved in physical fights on school property decreased? (1993) *	13%	—		◆	◆		13-39%	—
28. Has the percentage of students carrying weapons on school property decreased? (1993) *	9%	—		◆	◆		8-18%	—
29. Has the percentage of students who do not feel safe at school decreased? (1993) *	3%	—		◆	◆		3-23%	—
30. Has teacher victimization decreased? (1994)	13%	—		15%	—		8-26%	—
31. Have student disruptions that interfere with teaching decreased? (1991 vs. 1994)	33%	41%	↓	37%	46%	↓	23-60%	33-65%
GOAL 8 Parental Participation								
32. Has the percentage of schools with minimal parental involvement decreased, according to								
• public school teachers? (1991 vs. 1994)	13%	15%	↔	◆	◆		9-44%	13-50%
• public school principals? (1991 vs. 1994)	4%	6%	↔	◆	◆		4-22%	3-27%
33. Has the influence of parent associations on school policy increased? (1991 vs. 1994)	17%	15%	↔	◆	◆		8-37%	12-50%

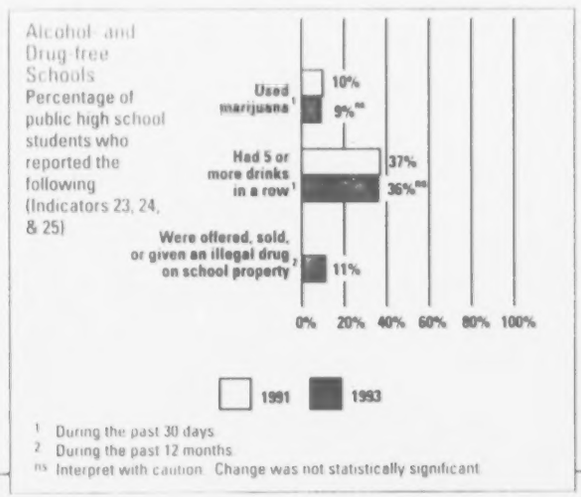
KEY

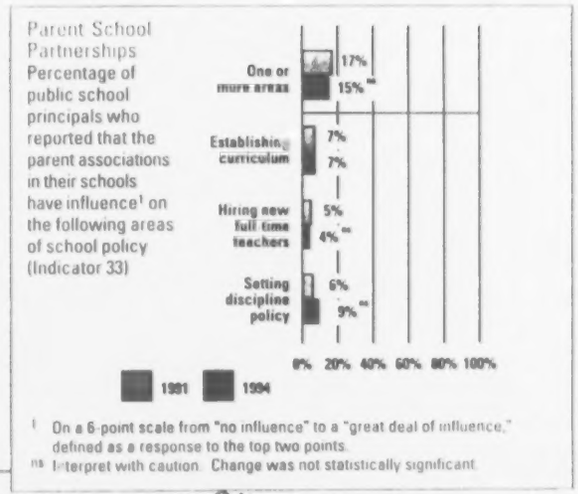
↑ Significantly better

↓ Significantly worse

↔ Interpret with caution: Change was not statistically significant *

◆ Indicators are not the same at the national and state levels.
Data not available.
* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
* See pages 243-244 for an explanation of statistical significance.
See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.


Alcohol- and Drug-free Schools
Percentage of public high school students who reported the following (Indicators 23, 24, & 25)
Used marijuana 1
10%
9% ns
Had 5 or more drinks in a row 1
37%
36% ns
Were offered, sold, or given an illegal drug on school property 2
11%
0% 20% 40% 60% 80% 100%
1991
1993
1 During the past 30 days.
2 During the past 12 months.
ns Interpret with caution: Change was not statistically significant.


Parent School Partnerships
Percentage of public school principals who reported that the parent associations in their schools have influence 1 on the following areas of school policy (Indicator 33)
One or more areas
17%
15% ns
Establishing curriculum
7%
7%
Hiring new full-time teachers
5%
4% ns
Setting discipline policy
6%
9% ns
0% 20% 40% 60% 80% 100%
1991
1994
1 On a 6-point scale from "no influence" to a "great deal of influence," defined as a response to the top two points.
ns Interpret with caution: Change was not statistically significant.

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NEVADA

	Nevada			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 1 Ready to Learn								
1. Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1996) *	38%	33%	↑	37%	34%	↑	25.48%	24.45%
2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)	69%	73%	↔	75%	78%	↑	61.88%	71.87%
3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1996)	7%	8%	↓	7%	7%	↔	5.15%	5.14%
4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1996)	72%	78%	↑	76%	82%	↑	47.87%	55.90%
5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1997)	26	44	↑	■	■		16.68	15.95
GOAL 2 School Completion								
6. Has the high school completion rate increased? (1990 vs. 1996)	83%	82%	↔	86%	86%	↔	77.96%	79.95%
7. Has the high school dropout rate decreased? (1992 vs. 1995)	8%	10%	↓	■	■		3.12%	2.11%
GOAL 3 Student Achievement and Citizenship								
8. Has reading achievement improved in Grade 4? (1992 vs. 1994)	—	—		29%	30%	↔	8.38%	8.41%
9. Has mathematics achievement improved								
• in Grade 4? (1996)	14%	—		21%	—		3.31%	—
• in Grade 8? (1990 vs. 1996)	—	—		15%	24%	↑	1.27%	5.34%
10. Has science achievement improved in Grade 8? (1996)	—	—		29%	—		5.41%	—

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution: Change was not statistically significant *

■ Comparable national data are not available

— Data not available

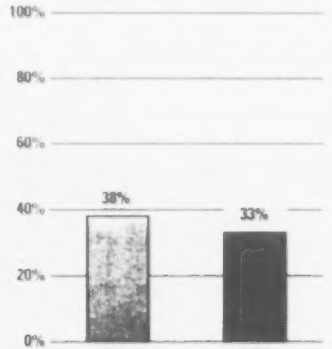
* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.

* See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

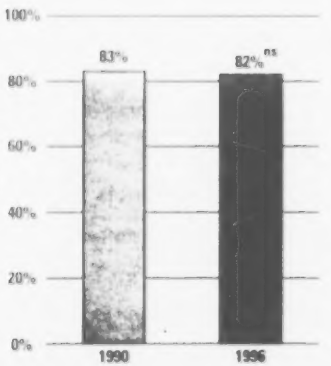
See Appendix B for technical notes and sources.

Children's Health Index: Percentage of infants born with 1 or more of 4 health risks[1] (Indicator 1)



[1] Risks are: late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion: Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.

[2] Includes traditional high school diploma and alternative credential.

ns Interpret with caution: Change was not statistically significant.

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NEVADA

	Nevada			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)								
11 Has the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1998)	38	65	↑	55	88	↑	9-177	19-235
GOAL 4 Teacher Education and Professional Development								
12 Has the percentage of public secondary school teachers who hold								
• a degree in their main teaching assignment increased? (1991 vs. 1994)	62%	66%	↔	66%	63%	↓	51-85%	50-81%
• a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)	96%	98%	↔	94%	93%	↓	91-100%	89-100%
13 Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)	81%	—		85%	—		76-98%	—
14 Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)	27%	—		16%	—		4-81%	—
15 Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)	21%	17%	↔	22%	27%	↑	6-42%	7-48%
GOAL 5 Mathematics and Science								
16 Has the state's international standing improved in								
• Grade 8 mathematics achievement? (1996)	—	—		20 out of 40 countries scored above the U.S.			6-38 countries	—
• Grade 8 science achievement? (1996)	—	—		9 out of 40 countries scored above the U.S.			1-38 countries	—

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant *

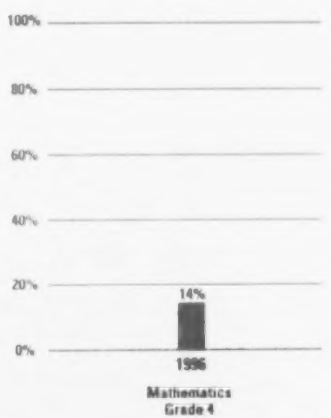
— Data not available

* See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages
See Appendix B for technical notes and sources

Student Achievement

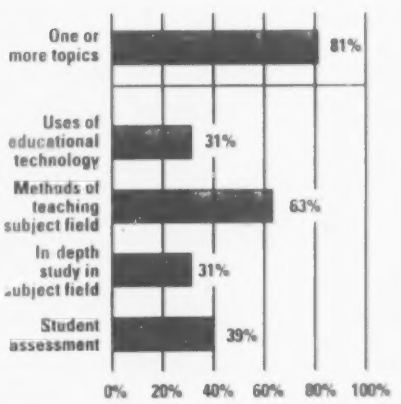
Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)



[1] A complete description of the performance standard can be found in Appendix B.

Professional Development

Percentage of public school teachers participating in professional development programs on the following topics,[1] 1994 (Indicator 13)



[1] Since the end of the previous school year.

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NEVADA

	Nevada			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 5 Mathematics and Science (continued)								
17. Has the percentage of public school 8th graders whose mathematics teachers report that they								
• have students work in small groups or with a partner increased? (1996)	—	—		66%	—		45-92%	—
• address algebra and functions increased? (1996)	—	—		57%	—		45-82%	—
• address reasoning and analytical ability increased? (1996)	—	—		52%	—		39-64%	—
18. Has the percentage of public school 8th graders who have computers available in their mathematics classrooms increased? (1996)	—	—		30%	—		7-54%	—
19. Has the percentage of degrees awarded in mathematics and science to								
• all students increased? (1991 vs. 1995)	30%	35%	↑	39%	42%	↑	25-49%	15-53%
• minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1995)	26%	35%	↑	39%	40%	↑	22-64%	22-57%
• female students increased? (1991 vs. 1995)	27%	29%	↑	35%	37%	↑	23-46%	13-47%
GOAL 6 Adult Literacy and Lifelong Learning								
20. Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)	—	—		52%	—		46-77%	—
21. Has the percentage of U.S. citizens who report that they								
• registered to vote increased? (1988 vs. 1996)	58%	66%	↑	70%	71%	↑	58-95%	61-91%
• voted increased? (1988 vs. 1996)	50%	53%	↔	61%	58%	↓	50-74%	47-69%
22. Has postsecondary enrollment increased? (1992 vs. 1996)	33%	40%	↑	◆	◆		33-68%	40-73%

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution: Change was not statistically significant.◆

◆ Indicators are not the same at the national and state levels.
— Data not available.
◆ See pages 243-244 for an explanation of statistical significance.
See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

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NEVADA

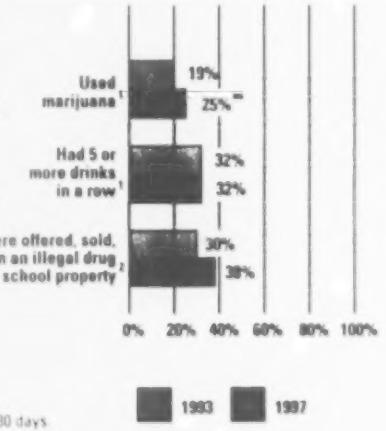
	Nevada			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools								
23. Has student marijuana use decreased? (1993 vs. 1997) *	19%	25%	↔	◆	◆		7-21%	12-35%
24. Has student alcohol use (5 or more drinks in a row) decreased? (1993 vs. 1997) *	32%	32%	↔	◆	◆		9-44%	11-45%
25. Has the availability of drugs on school property decreased? (1993 vs. 1997) *	30%	38%	↓	◆	◆		11-31%	15-42%
26. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993 vs. 1997) *	10%	9%	↔	◆	◆		6-15%	5-13%
27. Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1997) *	20%	15%	↑	◆	◆		13-39%	11-34%
28. Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1997) *	12%	10%	↔	◆	◆		8-18%	5-17%
29. Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1997) *	8%	6%	↔	◆	◆		3-23%	3-13%
30. Has teacher victimization decreased? (1994)	16%	—		15%	—		8-26%	—
31. Have student disruptions that interfere with teaching decreased? (1991 vs. 1994)	36%	50%	↓	37%	46%	↓	23-60%	33-65%
GOAL 8 Parental Participation								
32. Has the percentage of schools with minimal parental involvement decreased, according to								
• public school teachers? (1991 vs. 1994)	27%	31%	↔	◆	◆		9-44%	13-50%
• public school principals? (1991 vs. 1994)	17%	16%	↔	◆	◆		4-22%	3-27%
33. Has the influence of parent associations on school policy increased? (1991 vs. 1994)	12%	21%	↑	◆	◆		8-37%	12-50%

KEY

- ↑ Significantly better
- ↓ Significantly worse
- ↔ Interpret with caution: Change was not statistically significant *

Alcohol- and Drug-free Schools

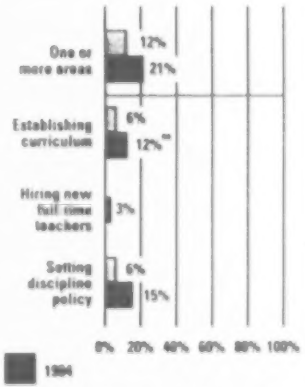
Percentage of public high school students who reported the following (Indicators 23, 24, & 25)



1 During the past 30 days.
2 During the past 12 months.
ns Interpret with caution: Change was not statistically significant.

Parent-School Partnerships

Percentage of public school principals who reported that the parent associations in their schools have influence[1] on the following areas of school policy (Indicator 33)



1 On a 6-point scale from "no influence" to a "great deal of influence," defined as a response to the top two points.
ns Interpret with caution: Change was not statistically significant.

◆ Indicators are not the same at the national and state levels.
— Data not available.
* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
◆ See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.
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NEW HAMPSHIRE

	New Hampshire			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 1 Ready to Learn								
1 Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1996)	35%	32%	↑	37%	34%	↑	25.48%	24.45%
2 Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)	83%	85%	↔	75%	78%	↑	61.88%	71.87%
3 Has the percentage of infants born at low birthweight decreased? (1990 vs. 1996)	5%	5%	↔	7%	7%	↔	5.15%	5.14%
4 Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1996)	86%	89%	↑	76%	82%	↑	47.87%	55.90%
5 Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1997)	29	48	↑	■	■		16.68	15.95
GOAL 2 School Completion								
6 Has the high school completion rate increased? (1990 vs. 1996)	87%	91%	↔	86%	86%	↔	77.96%	79.95%
7 Has the high school dropout rate decreased? (1992 vs. 1995)	—	—		■	■		3.12%	2.11%
GOAL 3 Student Achievement and Citizenship								
8 Has reading achievement improved in Grade 4? (1992 vs. 1994)	38%	36%	↔	29%	30%	↔	8.38%	8.41%
9 Has mathematics achievement improved								
• in Grade 4? (1992)	25%			18%			5.27%	
• in Grade 8? (1990 vs. 1992)	20%	25%	↑	15%	21%	↑	1.27%	1.31%
10 Has science achievement improved in Grade 8? (1996)	—	—		29%	—		5.41%	—

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant ❖

■ Comparable national data are not available.

— Data not available.

Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.

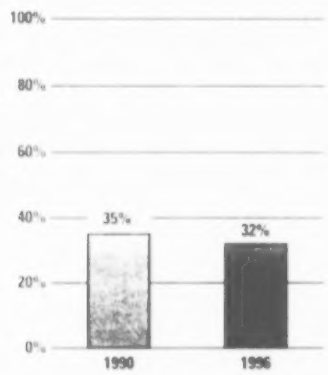
❖ See pages 241-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.

Children's Health Index

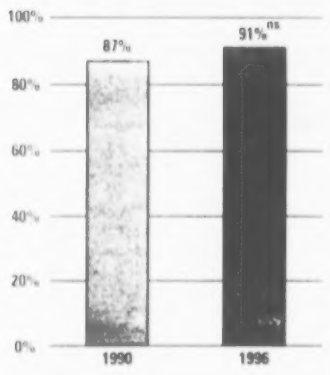
Percentage of infants born with 1 or more of 4 health risks[1] (Indicator 1)



1 Risks are: late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion

Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



1 Does not include those still in high school.

2 Includes traditional high school diploma and alternative credential.

ns Interpret with caution. Change was not statistically significant.

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NEW HAMPSHIRE

	New Hampshire			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)								
11 Has the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1998)	51	89	↑	55	88	↑	9-177	19-235
GOAL 4 Teacher Education and Professional Development								
12 Has the percentage of public secondary school teachers who hold								
• a degree in their main teaching assignment increased? (1991 vs. 1994)	80%	71%	↓	66%	63%	↓	51-85%	50-81%
• a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)	96%	96%	↔	94%	93%	↓	91-100%	89-100%
13 Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)	89%	—		85%	—		76-98%	—
14 Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)	13%	—		16%	—		4-81%	—
15 Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)	12%	15%	↔	22%	27%	↑	6-42%	7-48%
GOAL 5 Mathematics and Science								
16 Has the state's international standing improved in								
• Grade 8 mathematics achievement? (1996)	—	—		20 out of 40 countries scored above the U.S.			6-38 countries	—
• Grade 8 science achievement? (1996)	—	—		9 out of 40 countries scored above the U.S.			1-38 countries	—

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant.*

— Data not available.

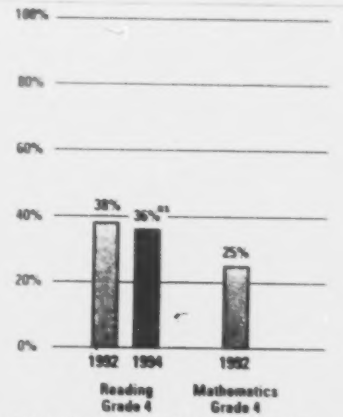
* See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)

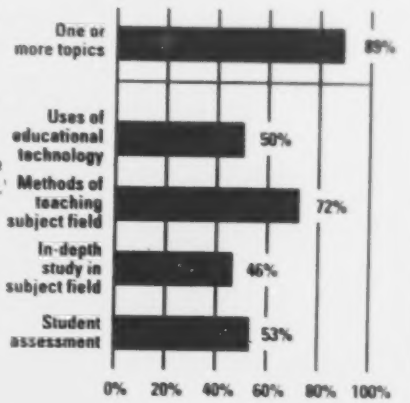


[1] A complete description of the performance standard can be found in Appendix B.

[2] Interpret with caution. Change was not statistically significant.

Professional Development

Percentage of public school teachers participating in professional development programs on the following topics,[1] 1994 (Indicator 13)



[1] Since the end of the previous school year.

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NEW HAMPSHIRE

	New Hampshire			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 5 Mathematics and Science (continued)								
17. Has the percentage of public school 8th graders whose mathematics teachers report that they								
• have students work in small groups or with a partner increased? (1996)	—	—		66%	—		45-92%	—
• address algebra and functions increased? (1996)	—	—		57%	—		45-82%	—
• address reasoning and analytical ability increased? (1996)	—	—		52%	—		39-64%	—
18. Has the percentage of public school 8th graders who have computers available in their mathematics classrooms increased? (1996)	—	—		30%	—		7-54%	—
19. Has the percentage of degrees awarded in mathematics and science to								
• all students increased? (1991 vs. 1995)	40%	44%	↑	39%	42%	↑	25-49%	15-53%
• minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1995)	49%	57%	↑	39%	40%	↑	22-64%	22-57%
• female students increased? (1991 vs. 1995)	37%	40%	↑	35%	37%	↑	23-46%	13-47%
GOAL 6 Adult Literacy and Lifelong Learning								
20. Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)	—	—		52%	—		46-77%	—
21. Has the percentage of U.S. citizens who report that they								
• registered to vote increased? (1988 vs. 1996)	67%	73%	↑	70%	71%	↑	58-95%	61-91%
• voted increased? (1988 vs. 1996)	59%	61%	←→	61%	58%	↓	50-74%	47-69%
22. Has postsecondary enrollment increased? (1992 vs. 1996)	56%	58%	↑	◆	◆		33-68%	40-73%

KEY

↑ Significantly better

↓ Significantly worse

←→ Interpret with caution. Change was not statistically significant ◆

◆ Indicators are not the same at the national and state levels.
— Data not available.
◆ See pages 243-244 for an explanation of statistical significance.
See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

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NEW HAMPSHIRE

	New Hampshire			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools								
23. Has student marijuana use decreased? (1993 vs. 1995) *	21%	28%	↓	◆	◆		7-21%	7-32%
24. Has student alcohol use (5 or more drinks in a row) decreased? (1993 vs. 1995) *	31%	33%	↔	◆	◆		9-44%	13-43%
25. Has the availability of drugs on school property decreased? (1993 vs. 1995) *	26%	32%	↓	◆	◆		11-31%	20-46%
26. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993 vs. 1995) *	7%	6%	↔	◆	◆		6-15%	4-11%
27. Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1995) *	15%	14%	↔	◆	◆		13-39%	12-19%
28. Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1995) *	12%	9%	↔	◆	◆		8-18%	7-14%
29. Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1995) *	4%	3%	↔	◆	◆		3-23%	3-16%
30. Has teacher victimization decreased? (1994)	13%	—		15%	—		8-26%	—
31. Have student disruptions that interfere with teaching decreased? (1991 vs. 1994)	34%	40%	↔	37%	46%	↓	23-60%	33-65%
GOAL 8 Parental Participation								
32. Has the percentage of schools with minimal parental involvement decreased, according to								
• public school teachers? (1991 vs. 1994)	17%	21%	↔	◆	◆		9-44%	13-50%
• public school principals? (1991 vs. 1994)	8%	12%	↔	◆	◆		4-22%	3-27%
33. Has the influence of parent associations on school policy increased? (1991 vs. 1994)	13%	22%	↔	◆	◆		8-37%	12-50%

KEY

- ↑ Significantly better
- ↓ Significantly worse
- ↔ Interpret with caution. Change was not statistically significant.*

◆ Indicators are not the same at the national and state levels.
. . Data not available.
* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
* See pages 243-244 for an explanation of statistical significance.

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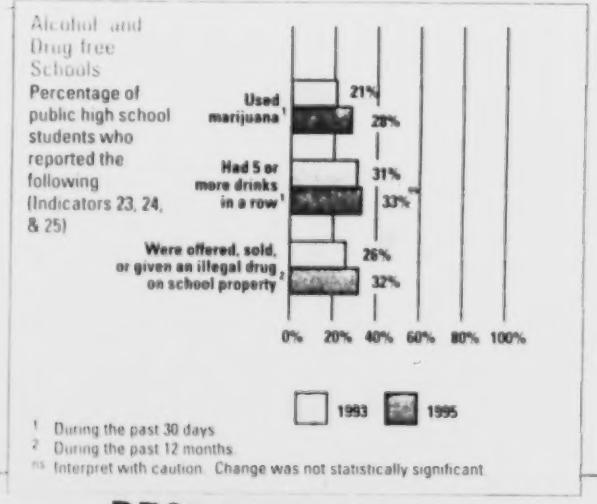
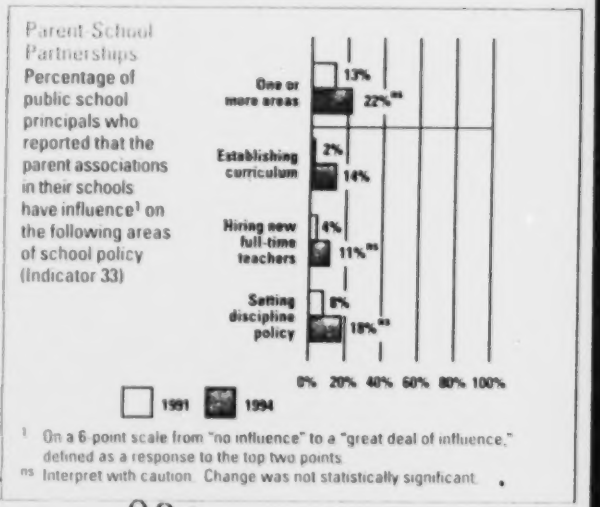

Alcohol- and Drug-free Schools
Percentage of public high school students who reported the following (Indicators 23, 24, & 25)
Used marijuana[1]
21%
28%
Had 5 or more drinks in a row[1]
31%
33%ns
Were offered, sold, or given an illegal drug[2] on school property
26%
32%
0% 20% 40% 60% 80% 100%
1993
1995
[1] During the past 30 days.
[2] During the past 12 months.
ns Interpret with caution. Change was not statistically significant.


Parent-School Partnerships
Percentage of public school principals who reported that the parent associations in their schools have influence[1] on the following areas of school policy (Indicator 33)
One or more areas
13%
22%ns
Establishing curriculum
2%
14%
Hiring new full-time teachers
4%
11%ns
Setting discipline policy
8%
18%ns
0% 20% 40% 60% 80% 100%
1991
1994
[1] On a 6-point scale from "no influence" to a "great deal of influence," defined as a response to the top two points.
ns Interpret with caution. Change was not statistically significant.

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	New Jersey			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 1 Ready to Learn								
1. Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1996)	31%	34%	↓	37%	34%	↑	25-48%	24-45%
2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)	71%	78%	↔	75%	78%	↑	61-88%	71-87%
3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1996)	7%	8%	↓	7%	7%	↔	5-15%	5-14%
4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1996)	82%	82%	↔	76%	82%	↑	47-87%	55-90%
5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1997)	47	47	↔	■	■		16-68	15-95
GOAL 2 School Completion								
6. Has the high school completion rate increased? (1990 vs. 1996)	90%	83%	↓	86%	86%	↔	77-96%	79-95%
7. Has the high school dropout rate decreased? (1992 vs. 1995)	—	—		■	■		3-12%	2-11%
GOAL 3 Student Achievement and Citizenship								
8. Has reading achievement improved in Grade 4? (1992 vs. 1994)	35%	33%	↔	29%	30%	↔	8-38%	8-41%
9. Has mathematics achievement improved								
• in Grade 4? (1992 vs. 1996)	25%	25%	↔	18%	21%	↑	5-27%	3-31%
• in Grade 8? (1990 vs. 1992)	21%	24%	↔	15%	21%	↑	1-27%	1-31%
10. Has science achievement improved in Grade 8? (1996)	—	—		29%	—		5-41%	—

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant*

■ Comparable national data are not available.

— Data not available.

† Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.

* See pages 243-244 for an explanation of statistical significance.

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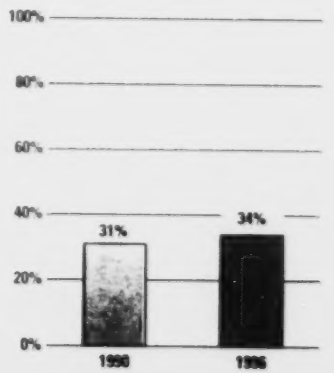
See Appendix B for technical notes and sources.

Children's Health Index

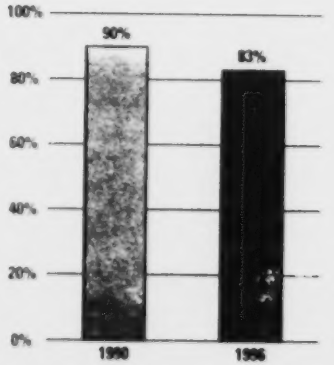
Percentage of infants born with 1 or more of 4 health risks[1] (Indicator 1)



[1] Risks are: late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion

Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.

[2] Includes traditional high school diploma and alternative credential.

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NEW JERSEY

	New Jersey			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)								
11. Has the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1998)	81	135	↑	55	88	↑	9-177	19-235
GOAL 4 Teacher Education and Professional Development								
12. Has the percentage of public secondary school teachers who hold								
• a degree in their main teaching assignment increased? (1991 vs. 1994)	69%	69%	↔	66%	63%	↓	51-85%	50-81%
• a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)	97%	97%	↔	94%	93%	↓	91-100%	89-100%
13. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)	87%	—		85%	—		76-98%	—
14. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)	12%	—		16%	—		4-81%	—
15. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)	18%	17%	↔	22%	27%	↑	6-42%	7-48%
GOAL 5 Mathematics and Science								
16. Has the state's international standing improved in								
• Grade 8 mathematics achievement? (1996)	—	—		20 out of 40 countries scored above the U.S.			6-38 countries	—
• Grade 8 science achievement? (1996)	—	—		9 out of 40 countries scored above the U.S.			1-38 countries	—

KEY

- ↑ Significantly better
- ↓ Significantly worse
- ↔ Interpret with caution. Change was not statistically significant *

— Data not available.
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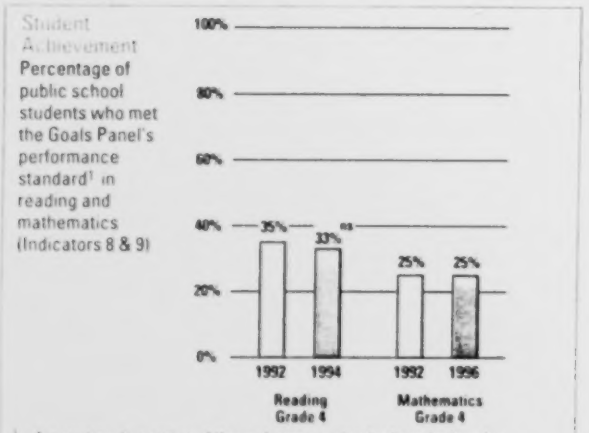
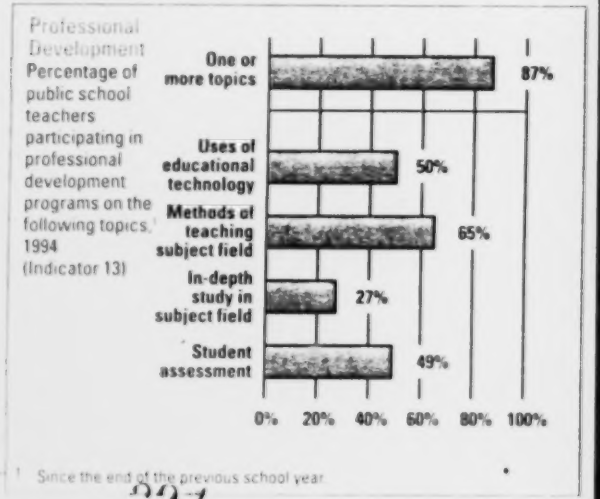


[1] A complete description of the performance standard can be found in Appendix B.
ns Interpret with caution. Change was not statistically significant.



[1] Since the end of the previous school year.

BEST COPY AVAILABLE

NEW JERSEY

	New Jersey			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 5 Mathematics and Science (continued)								
17. Has the percentage of public school 8th graders whose mathematics teachers report that they								
• have students work in small groups or with a partner increased? (1996)	—	—		66%	—		45-92%	—
• address algebra and functions increased? (1996)	—	—		57%	—		45-82%	—
• address reasoning and analytical ability increased? (1996)	—	—		52%	—		39-64%	—
18. Has the percentage of public school 8th graders who have computers available in their mathematics classrooms increased? (1996)	—	—		30%	—		7-54%	—
19. Has the percentage of degrees awarded in mathematics and science to								
• all students increased? (1991 vs. 1995)	43%	45%	↑	39%	42%	↑	25-49%	15-53%
• minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1995)	48%	48%	↔	39%	40%	↑	22-64%	22-57%
• female students increased? (1991 vs. 1995)	39%	41%	↑	35%	37%	↑	23-46%	13-47%
GOAL 6 Adult Literacy and Lifelong Learning								
20. Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)	53%	—		52%	—		46-77%	—
21. Has the percentage of U.S. citizens who report that they								
• registered to vote increased? (1988 vs. 1996)	72%	70%	↔	70%	71%	↑	58-95%	61-91%
• voted increased? (1988 vs. 1996)	64%	61%	↔	61%	58%	↓	50-74%	47-69%
22. Has postsecondary enrollment increased? (1992 vs. 1996)	60%	65%	↑	◆	◆		33-68%	40-73%

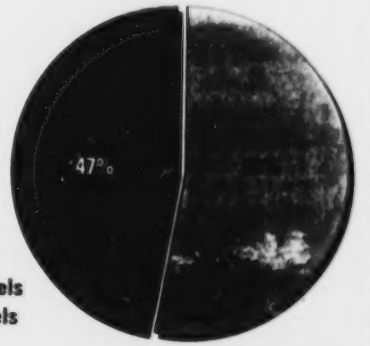
KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant ◆

Adult Literacy
Percentage of adults who scored at 3 highest levels in prose literacy (Indicator 20)



• Indicators are not the same at the national and state levels
— Data not available
◆ See pages 243-244 for an explanation of statistical significance
See pages 14-17 for a Guide to Reading the State Pages
See Appendix B for technical notes and sources

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NEW JERSEY

	New Jersey			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools								
23. Has student marijuana use decreased? (1995) *	24%	—		◆	◆		7-32%	—
24. Has student alcohol use (5 or more drinks in a row) decreased? (1995) *	31%	—		◆	◆		13-43%	—
25. Has the availability of drugs on school property decreased? (1995) *	30%	—		◆	◆		20-46%	—
26. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1995) *	9%	—		◆	◆		4-11%	—
27. Has the percentage of students involved in physical fights on school property decreased? (1995) *	16%	—		◆	◆		12-19%	—
28. Has the percentage of students carrying weapons on school property decreased? (1995) *	10%	—		◆	◆		7-14%	—
29. Has the percentage of students who do not feel safe at school decreased? (1995) *	5%	—		◆	◆		3-16%	—
30. Has teacher victimization decreased? (1994)	9%	—		15%	—		8-26%	—
31. Have student disruptions that interfere with teaching decreased? (1991 vs. 1994)	37%	45%	↓	37%	46%	↓	23-60%	33-65%
GOAL 8 Parental Participation								
32. Has the percentage of schools with minimal parental involvement decreased, according to								
• public school teachers? (1991 vs. 1994)	23%	24%	↔	◆	◆		9-44%	13-50%
• public school principals? (1991 vs. 1994)	12%	8%	↔	◆	◆		4-22%	3-27%
33. Has the influence of parent associations on school policy increased? (1991 vs. 1994)	12%	22%	↔	◆	◆		8-37%	12-50%

KEY

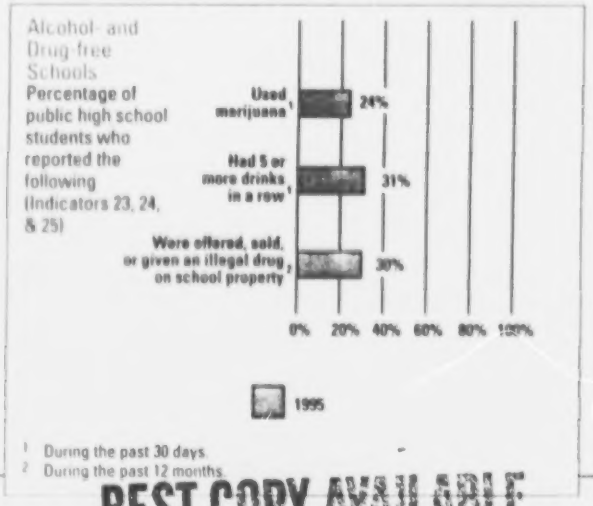
↑ Significantly better

↓ Significantly worse

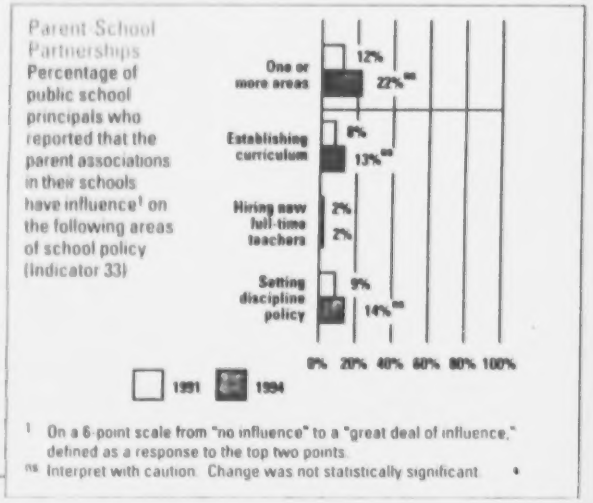
↔ Interpret with caution. Change was not statistically significant. ◆

◆ Indicators are not the same at the national and state levels.
— Data not available.
* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
◆ See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.



[1] During the past 30 days.
[2] During the past 12 months.



[1] On a 6-point scale from "no influence" to a "great deal of influence," defined as a response to the top two points.
ns Interpret with caution. Change was not statistically significant. ◆

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NEW MEXICO

	New Mexico			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 1 Ready to Learn								
1. Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1996)	37%	37%	↔	37%	34%	↑	25-48%	24-45%
2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)	73%	77%	↔	75%	78%	↑	61-88%	71-87%
3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1996)	7%	8%	↓	7%	7%	↔	5-15%	5-14%
4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1996)	57%	70%	↑	76%	82%	↑	47-87%	55-90%
5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1997)	28	55	↑	■	■		16-68	15-95
GOAL 2 School Completion								
6. Has the high school completion rate increased? (1990 vs. 1996)	85%	83%	↔	86%	86%	↔	77-96%	79-95%
7. Has the high school dropout rate decreased? (1992 vs. 1995)	8%	9%	↓	■	■		3-12%	2-11%
GOAL 3 Student Achievement and Citizenship								
8. Has reading achievement improved in Grade 4? (1992 vs. 1994)	23%	21%	↔	29%	30%	↔	8-38%	8-41%
9. Has mathematics achievement improved								
• in Grade 4? (1992 vs. 1996)	11%	13%	↔	18%	21%	↑	5-27%	3-31%
• in Grade 8? (1990 vs. 1996)	10%	14%	↑	15%	24%	↑	1-27%	5-34%
10. Has science achievement improved in Grade 8? (1996)	19%	—		29%	—		5-41%	—

KEY

↑ Significantly better

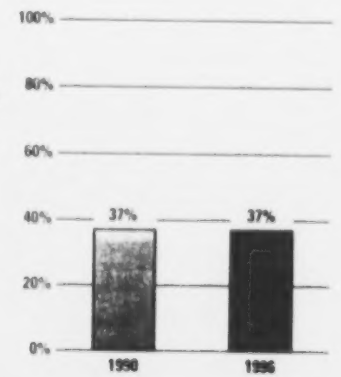
↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant ❖

■ Comparable national data are not available.
— Data not available.
[1] Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
❖ See pages 243-244 for an explanation of statistical significance.
See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

Children's Health Index

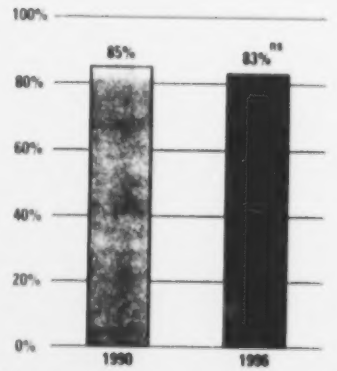
Percentage of infants born with 1 or more of 4 health risks[1] (Indicator 1)



[1] Risks are: late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion

Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
ns Interpret with caution. Change was not statistically significant.

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NEW MEXICO

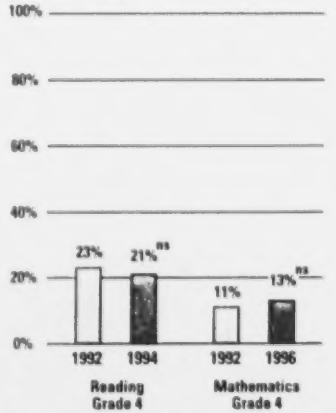
	New Mexico			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)								
11. Has the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1998)	41	44	↑	55	88	↑	9-177	19-235
GOAL 4 Teacher Education and Professional Development								
12. Has the percentage of public secondary school teachers who hold								
• a degree in their main teaching assignment increased? (1991 vs. 1994)	53%	52%	↔	66%	63%	↓	51-85%	50-81%
• a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)	98%	96%	↔	94%	93%	↓	91-100%	89-100%
13. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)	79%	—		85%	—		76-98%	—
14. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)	39%	—		16%	—		4-81%	—
15. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)	30%	31%	↔	22%	27%	↑	6-42%	7-48%
GOAL 5 Mathematics and Science								
16. Has the state's international standing improved in								
• Grade 8 mathematics achievement? (1996)	27 out of 40 countries would be expected to score above New Mexico			20 out of 40 countries scored above the U.S.			6-38 countries	—
• Grade 8 science achievement? (1996)	16 out of 40 countries would be expected to score above New Mexico			9 out of 40 countries scored above the U.S.			1-38 countries	—

KEY

- ↑ Significantly better
- ↓ Significantly worse
- ↔ Interpret with caution. Change was not statistically significant ◆

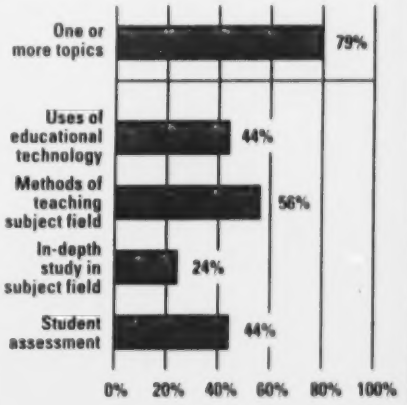
— Data not available
◆ See pages 243-244 for an explanation of statistical significance.
See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

Student Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)



[1] A complete description of the performance standard can be found in Appendix B.
ns Interpret with caution. Change was not statistically significant.

Professional Development
Percentage of public school teachers participating in professional development programs on the following topics,[1] 1994 (Indicator 13)



[1] Since the end of the previous school year.

BEST COPY AVAILABLE

NEW MEXICO

	New Mexico			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 5 Mathematics and Science (continued)								
17 Has the percentage of public school 8th graders whose mathematics teachers report that they								
• have students work in small groups or with a partner increased? (1996)	67%	—		66%	—		45-92%	—
• address algebra and functions increased? (1996)	60%	—		57%	—		45-82%	—
• address reasoning and analytical ability increased? (1996)	45%	—		52%	—		39-64%	—
18 Has the percentage of public school 8th graders who have computers available in their mathematics classrooms increased? (1996)	29%	—		30%	—		7-54%	—
19 Has the percentage of degrees awarded in mathematics and science to								
• all students increased? (1991 vs. 1995)	40%	40%	↔	39%	42%	↑	25-49%	15-53%
• minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1995)	38%	37%	↓	39%	40%	↑	22-64%	22-57%
• female students increased? (1991 vs. 1995)	33%	34%	↑	35%	37%	↑	23-46%	13-47%
GOAL 6 Adult Literacy and Lifelong Learning								
20 Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)	—	—		52%	—		46-77%	—
21 Has the percentage of U.S. citizens who report that they								
• registered to vote increased? (1988 vs. 1996)	69%	66%	↔	70%	71%	↑	58-95%	61-91%
• voted increased? (1988 vs. 1996)	58%	55%	↔	61%	58%	↓	50-74%	47-69%
22 Has postsecondary enrollment increased? (1992 vs. 1996)	49%	56%	↑	◆	◆		33-68%	40-73%

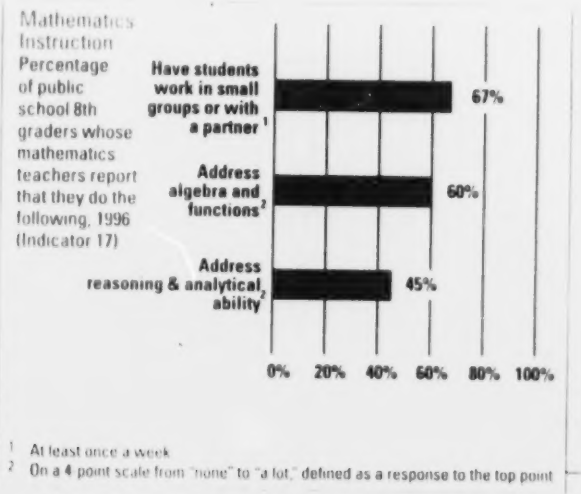
KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution: Change was not statistically significant ❖

◆ Indicators are not the same at the national and state levels
— Data not available
❖ See pages 243-244 for an explanation of statistical significance
See pages 14-17 for a Guide to Reading the State Pages
See Appendix B for technical notes and sources



[1] At least once a week
[2] On a 4-point scale from "none" to "a lot," defined as a response to the top point

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NEW MEXICO

	New Mexico			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools								
23. Has student marijuana use decreased? (1991) *	18%	—		◆	◆		4-18%	—
24. Has student alcohol use (5 or more drinks in a row) decreased? (1991) *	43%	—		◆	◆		17-43%	—
25. Has the availability of drugs on school property decreased? (1993 vs. 1997) *	—	—		◆	◆		11-31%	15-42%
26. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993 vs. 1997) *	—	—		◆	◆		6-15%	5-13%
27. Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1997) *	—	—		◆	◆		13-39%	11-34%
28. Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1997) *	—	—		◆	◆		8-18%	5-17%
29. Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1997) *	—	—		◆	◆		3-23%	3-13%
30. Has teacher victimization decreased? (1994)	14%	—		15%	—		8-26%	—
31. Have student disruptions that interfere with teaching decreased? (1991 vs. 1994)	40%	45%	↔	37%	46%	↓	23-60%	33-65%
GOAL 8 Parental Participation								
32. Has the percentage of schools with minimal parental involvement decreased, according to								
• public school teachers? (1991 vs. 1994)	31%	33%	↔	◆	◆		9-44%	13-50%
• public school principals? (1991 vs. 1994)	16%	15%	↔	◆	◆		4-22%	3-27%
33. Has the influence of parent associations on school policy increased? (1991 vs. 1994)	25%	40%	↑	◆	◆		8-37%	12-50%

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant ❖

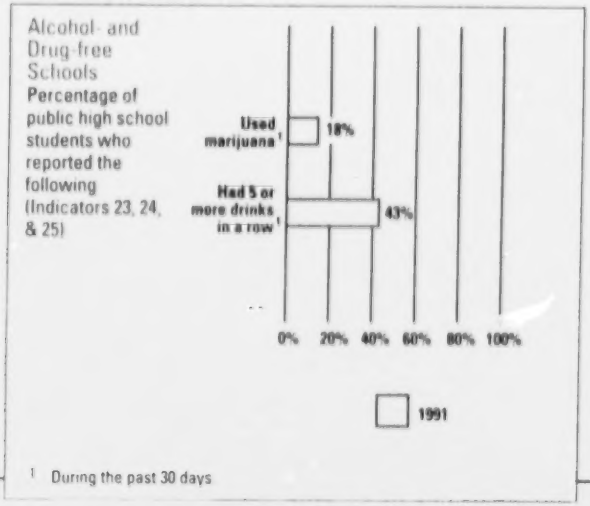
◆ Indicators are not the same at the national and state levels

— Data not available

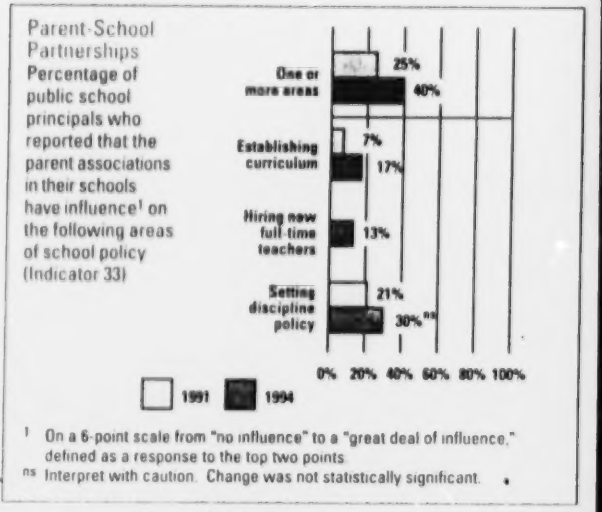
* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.

❖ See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.



[1] During the past 30 days



[1] On a 6-point scale from "no influence" to a "great deal of influence," defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

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NEW YORK

	New York			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 1 Ready to Learn								
1. Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1996)	—	—		37%	34%	↑	25-48%	24-45%
2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)	77%	79%	↔	75%	78%	↑	61-88%	71-87%
3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1996)	8%	8%	↔	7%	7%	↔	5-15%	5-14%
4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1996)	73%	79%	↑	76%	82%	↑	47-87%	55-90%
5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1997)	35	60	↑	■	■		16-68	15-95
GOAL 2 School Completion								
6. Has the high school completion rate increased? (1990 vs. 1996)	88%	94%	↑	86%	86%	↔	77-96%	79-95%
7. Has the high school dropout rate decreased? (1993 vs. 1995)	4%	4%	↔	■	■		2-10%	2-11%
GOAL 3 Student Achievement and Citizenship								
8. Has reading achievement improved in Grade 4? (1992 vs. 1994)	27%	27%	↔	29%	30%	↔	8-38%	8-41%
9. Has mathematics achievement improved								
• in Grade 4? (1992 vs. 1996)	17%	20%	↔	18%	21%	↑	5-27%	3-31%
• in Grade 8? (1990 vs. 1996)	15%	22%	↑	15%	24%	↑	1-27%	5-34%
10. Has science achievement improved in Grade 8? (1996)	27%	—		29%	—		5-41%	—

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant.◆

■ Comparable national data are not available.

— Data not available.

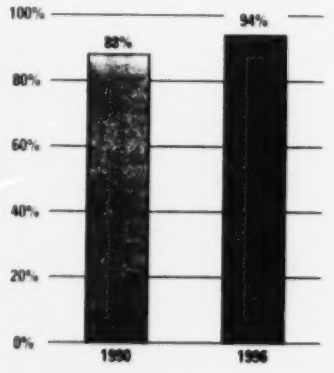
* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.

◆ See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

High School Completion

Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



1 Does not include those still in high school.

2 Includes traditional high school diploma and alternative credential.

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NEW YORK

	New York			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)								
11. Has the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1998)	97	152	↑	55	88	↑	9-177	19-235
GOAL 4 Teacher Education and Professional Development								
12. Has the percentage of public secondary school teachers who hold								
• a degree in their main teaching assignment increased? (1991 vs. 1994)	74%	75%	↔	66%	63%	↓	51-85%	50-81%
• a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)	94%	93%	↔	94%	93%	↓	91-100%	89-100%
13. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)	76%	—		85%	—		76-98%	—
14. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)	32%	—		16%	—		4-81%	—
15. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)	21%	31%	↑	22%	27%	↑	6-42%	7-48%
GOAL 5 Mathematics and Science								
16. Has the state's international standing improved in								
• Grade 8 mathematics achievement? (1996)	19 out of 40 countries would be expected to score above New York			20 out of 40 countries scored above the U.S.			6-38 countries	—
• Grade 8 science achievement? (1996)	10 out of 40 countries would be expected to score above New York			9 out of 40 countries scored above the U.S.			1-38 countries	—

KEY

- ↑ Significantly better
- ↓ Significantly worse
- ↔ Interpret with caution: Change was not statistically significant *

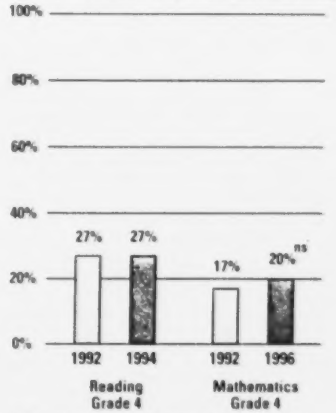
— Data not available

* See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)

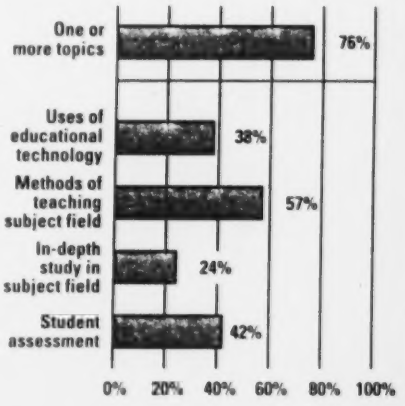


[1] A complete description of the performance standard can be found in Appendix B.

ns Interpret with caution: Change was not statistically significant.

Professional Development

Percentage of public school teachers participating in professional development programs on the following topics,[1] 1994 (Indicator 13)



[1] Since the end of the previous school year.

BEST COPY AVAILABLE

NEW YORK

	New York			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 5 Mathematics and Science (continued)								
17. Has the percentage of public school 8th graders whose mathematics teachers report that they								
• have students work in small groups or with a partner increased? (1996)	54%	—		66%	—		45-92%	—
• address algebra and functions increased? (1996)	62%	—		57%	—		45-82%	—
• address reasoning and analytical ability increased? (1996)	51%	—		52%	—		39-64%	—
18. Has the percentage of public school 8th graders who have computers available in their mathematics classrooms increased? (1996)	11%	—		30%	—		7-54%	—
19. Has the percentage of degrees awarded in mathematics and science to								
• all students increased? (1991 vs. 1995)	41%	43%	↑	39%	42%	↑	25-49%	15-53%
• minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1995)	43%	43%	↔	39%	40%	↑	22-64%	22-57%
• female students increased? (1991 vs. 1995)	38%	40%	↑	35%	37%	↑	23-46%	13-47%
GOAL 6 Adult Literacy and Lifelong Learning								
20. Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)	46%	—		52%	—		46-77%	—
21. Has the percentage of U.S. citizens who report that they								
• registered to vote increased? (1988 vs. 1996)	67%	70%	↑	70%	71%	↑	58-95%	61-91%
• voted increased? (1988 vs. 1996)	60%	59%	↔	61%	58%	↓	50-74%	47-69%
22. Has postsecondary enrollment increased? (1992 vs. 1996)	67%	71%	↑	◆	◆		33-68%	40-73%

KEY

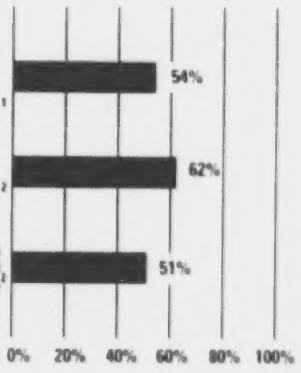
↑ Significantly better

↓ Significantly worse

↔ Interpret with caution: Change was not statistically significant ◆

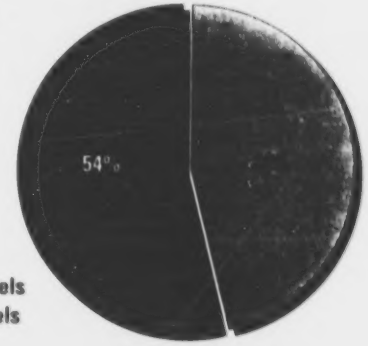
Mathematics Instruction

Percentage of public school 8th graders whose mathematics teachers report that they do the following, 1996 (Indicator 17)



Adult Literacy

Percentage of adults who scored at 3 highest levels in prose literacy (Indicator 20)



◆ Indicators are not the same at the national and state levels

— Data not available

◆ See pages 243-244 for an explanation of statistical significance

See pages 14-17 for a Guide to Reading the State Pages

See Appendix B for technical notes and sources

1 At least once a week

2 On a 4-point scale from "none" to "a lot," defined as a response to the top point

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NEW YORK

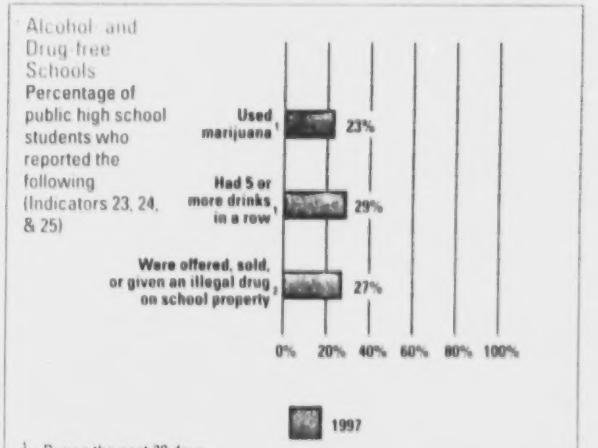
	New York			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools								
23. Has student marijuana use decreased? (1997)	23%	—		◆	◆		12-35%	—
24. Has student alcohol use (5 or more drinks in a row) decreased? (1997) *	29%	—		◆	◆		11-45%	—
25. Has the availability of drugs on school property decreased? (1997) *	27%	—		◆	◆		15-42%	—
26. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1997)	7%	—		◆	◆		5-13%	—
27. Has the percentage of students involved in physical fights on school property decreased? (1997) *	14%	—		◆	◆		11-34%	—
28. Has the percentage of students carrying weapons on school property decreased? (1997) *	9%	—		◆	◆		5-17%	—
29. Has the percentage of students who do not feel safe at school decreased? (1997) *	5%	—		◆	◆		3-13%	—
30. Has teacher victimization decreased? (1994)	19%	—		15%	—		8-26%	—
31. Have student disruptions that interfere with teaching decreased? (1991 vs. 1994)	42%	55%	↓	37%	46%	↓	23-60%	33-65%
GOAL 8 Parental Participation								
32. Has the percentage of schools with minimal parental involvement decreased, according to								
• public school teachers? (1991 vs. 1994)	23%	29%	↔	◆	◆		9-44%	13-50%
• public school principals? (1991 vs. 1994)	9%	14%	↓	◆	◆		4-22%	3-27%
33. Has the influence of parent associations on school policy increased? (1991 vs. 1994)	18%	34%	↑	◆	◆		8-37%	12-50%

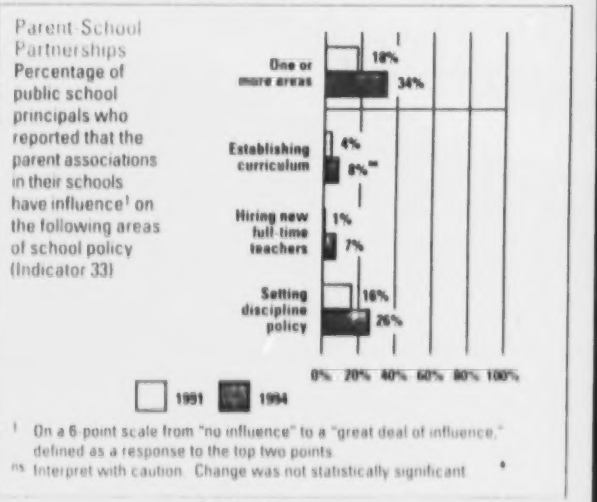
KEY

- ↑ Significantly better
- ↓ Significantly worse
- ↔ Interpret with caution. Change was not statistically significant ❖

◆ Indicators are not the same at the national and state levels
— Data not available
* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
❖ See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.


Alcohol- and Drug-free Schools
Percentage of public high school students who reported the following (Indicators 23, 24, & 25)
Used marijuana[1]
23%
Had 5 or more drinks in a row[1]
29%
Were offered, sold, or given an illegal drug on school property[2]
27%
0% 20% 40% 60% 80% 100%
1997
1. During the past 30 days
2. During the past 12 months


Parent-School Partnerships
Percentage of public school principals who reported that the parent associations in their schools have influence[1] on the following areas of school policy (Indicator 33)
One or more areas
18%
34%
Establishing curriculum
4%
8%ns
Hiring new full-time teachers
1%
7%
Setting discipline policy
16%
26%
0% 20% 40% 60% 80% 100%
1991
1994
1. On a 6-point scale from "no influence" to a "great deal of influence," defined as a response to the top two points.
ns Interpret with caution. Change was not statistically significant.

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NORTH CAROLINA

	North Carolina			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 1 Ready to Learn								
1. Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1996)	40%	36%	↑	37%	34%	↑	25-48%	24-45%
2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)	84%	81%	↔	75%	78%	↑	61-88%	71-87%
3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1996)	8%	9%	↓	7%	7%	↔	5-15%	5-14%
4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1996)	76%	83%	↑	76%	82%	↑	47-87%	55-90%
5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1997)	39	52	↑	■	■		16-68	15-95
GOAL 2 School Completion								
6. Has the high school completion rate increased? (1990 vs. 1996)	83%	89%	↑	86%	86%	↔	77-96%	79-95%
7. Has the high school dropout rate decreased? (1992 vs. 1995)	—	—		■	■		3-12%	2-11%
GOAL 3 Student Achievement and Citizenship								
8. Has reading achievement improved in Grade 4? (1992 vs. 1994)	25%	30%	↔	29%	30%	↔	8-38%	8-41%
9. Has mathematics achievement improved								
• in Grade 4? (1992 vs. 1996)	13%	21%	↑	18%	21%	↑	5-27%	3-31%
• in Grade 8? (1990 vs. 1996)	9%	20%	↑	15%	24%	↑	1-27%	5-34%
10. Has science achievement improved in Grade 8? (1996)	24%	—		29%	—		5-41%	—

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant *

■ Comparable national data are not available

— Data not available

† Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.

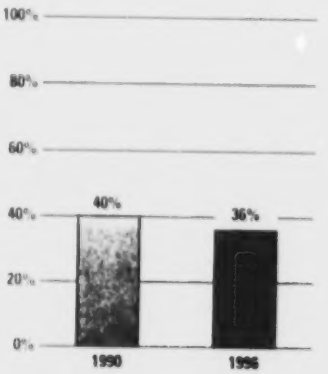
* See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.

Children's Health Index

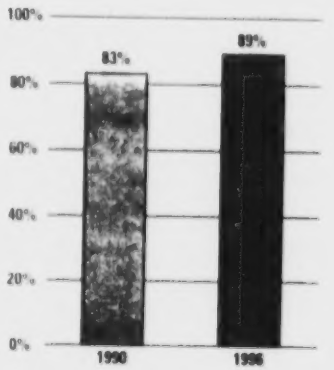
Percentage of infants born with 1 or more of 4 health risks[1] (Indicator 1)



[1] Risks are: late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion

Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.

[2] Includes traditional high school diploma and alternative credential.

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NORTH CAROLINA

	North Carolina			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)								
11. Has the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1998)	48	99	↑	55	88	↑	9-177	19-235
GOAL 4 Teacher Education and Professional Development								
12. Has the percentage of public secondary school teachers who hold								
• a degree in their main teaching assignment increased? (1991 vs. 1994)	68%	66%	↔	66%	63%	↓	51-85%	50-81%
• a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)	99%	97%	↔	94%	93%	↓	91-100%	89-100%
13. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)	93%	—		85%	—		76-98%	—
14. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)	8%	—		16%	—		4-81%	—
15. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)	24%	36%	↑	22%	27%	↑	6-42%	7-48%
GOAL 5 Mathematics and Science								
16. Has the state's international standing improved in								
• Grade 8 mathematics achievement? (1996)	21 out of 40 countries would be expected to score above North Carolina			20 out of 40 countries scored above the U.S.			6-38 countries	—
• Grade 8 science achievement? (1996)	10 out of 40 countries would be expected to score above North Carolina			9 out of 40 countries scored above the U.S.			1-38 countries	—

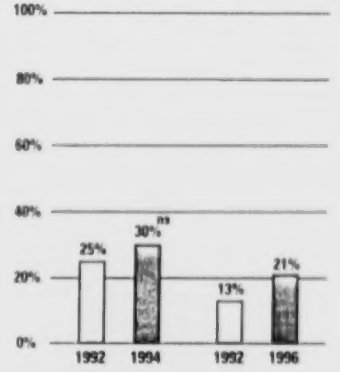
KEY

- ↑ Significantly better
- ↓ Significantly worse
- ↔ Interpret with caution. Change was not statistically significant ❖

— Data not available.
❖ See pages 243-244 for an explanation of statistical significance.
See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

Student Achievement

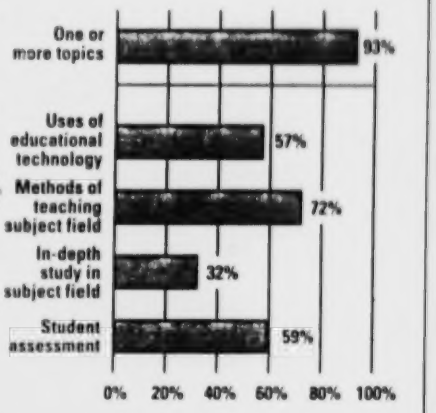
Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)



[1] A complete description of the performance standard can be found in Appendix B.
ns Interpret with caution. Change was not statistically significant.

Professional Development

Percentage of public school teachers participating in professional development programs on the following topics,[1] 1994 (Indicator 13)



[1] Since the end of the previous school year.

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NORTH CAROLINA

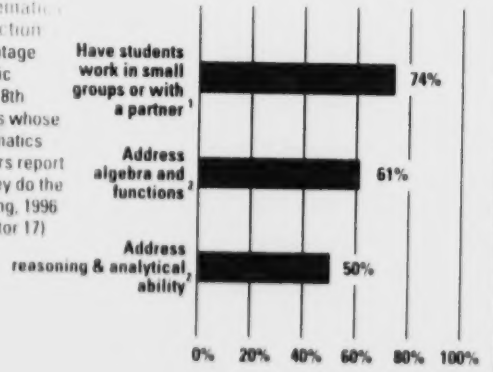
	North Carolina			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 5 Mathematics and Science (continued)								
17 Has the percentage of public school 8th graders whose mathematics teachers report that they								
• have students work in small groups or with a partner increased? (1996)	74%	—		66%	—		45-92%	—
• address algebra and functions increased? (1996)	61%	—		57%	—		45-82%	—
• address reasoning and analytical ability increased? (1996)	50%	—		52%	—		39-64%	—
18 Has the percentage of public school 8th graders who have computers available in their mathematics classrooms increased? (1996)	28%	—		30%	—		7-54%	—
19 Has the percentage of degrees awarded in mathematics and science to								
• all students increased? (1991 vs. 1995)	41%	46%	↑	39%	42%	↑	25-49%	15-53%
• minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1995)	38%	45%	↑	39%	40%	↑	22-64%	22-57%
• female students increased? (1991 vs. 1995)	36%	42%	↑	35%	37%	↑	23-46%	13-47%
GOAL 6 Adult Literacy and Lifelong Learning								
20 Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)	—	—		52%	—		46-77%	—
21 Has the percentage of U.S. citizens who report that they								
• registered to vote increased? (1988 vs. 1996)	65%	70%	↑	70%	71%	↑	58-95%	61-91%
• voted increased? (1988 vs. 1996)	54%	55%	↔	61%	58%	↓	50-74%	47-69%
22 Has postsecondary enrollment increased? (1992 vs. 1996)	49%	54%	↑	◆	◆		33-68%	40-73%

KEY

- ↑ Significantly better
- ↓ Significantly worse
- ↔ Interpret with caution. Change was not statistically significant *

Mathematics Instruction

Percentage of public school 8th graders whose mathematics teachers report that they do the following, 1996 (Indicator 17)



1 At least once a week
2 On a 4 point scale from "none" to "a lot," defined as a response to the top point

◆ Indicators are not the same at the national and state levels
— Data not available
* See pages 243-244 for an explanation of statistical significance

See pages 14-17 for a Guide to Reading the State Pages
See Appendix B for technical notes and sources

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323

NORTH CAROLINA

	North Carolina			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools								
23. Has student marijuana use decreased? (1993 vs. 1995)	15%	22%	↓	◆	◆		7-21%	7-32%
24. Has student alcohol use (5 or more drinks in a row) decreased? (1993 vs. 1995)	23%	23%	↔	◆	◆		9-44%	13-43%
25. Has the availability of drugs on school property decreased? (1993 vs. 1995)	29%	30%	↔	◆	◆		11-31%	20-46%
26. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993 vs. 1995)	10%	8%	↔	◆	◆		6-15%	4-11%
27. Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1995)	15%	12%	↔	◆	◆		13-39%	12-19%
28. Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1995)	14%	9%	↑	◆	◆		8-18%	7-14%
29. Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1995)	5%	5%	↔	◆	◆		3-23%	3-16%
30. Has teacher victimization decreased? (1994)	19%	—		15%	—		8-26%	—
31. Have student disruptions that interfere with teaching decreased? (1991 vs. 1994)	42%	53%	↓	37%	46%	↓	23-60%	33-65%
GOAL 8 Parental Participation								
32. Has the percentage of schools with minimal parental involvement decreased, according to								
• public school teachers? (1991 vs. 1994)	29%	30%	↔	◆	◆		9-44%	13-50%
• public school principals? (1991 vs. 1994)	10%	10%	↔	◆	◆		4-22%	3-27%
33. Has the influence of parent associations on school policy increased? (1991 vs. 1994)	21%	20%	↔	◆	◆		8-37%	12-50%

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant ❖

◆ Indicators are not the same at the national and state levels

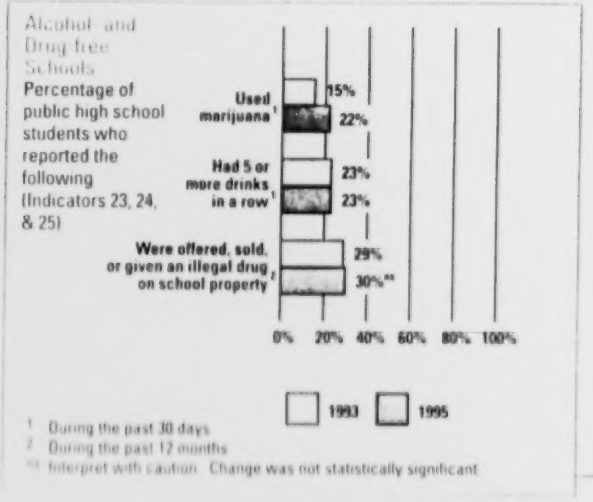
— Data not available

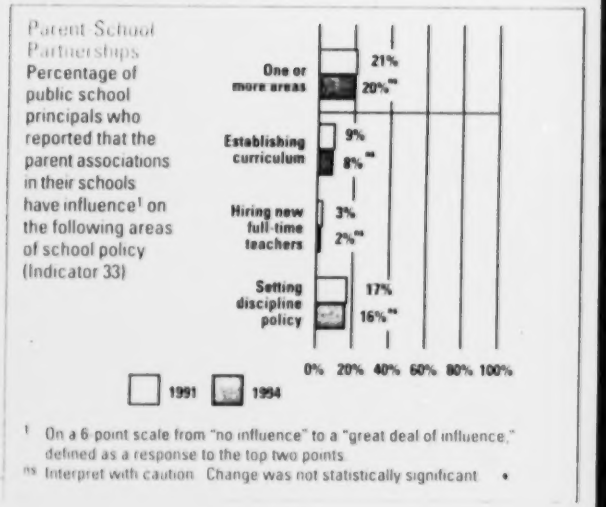
* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.

❖ See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.


Alcohol- and Drug-free Schools
Percentage of public high school students who reported the following (Indicators 23, 24, & 25)
Used marijuana[1]
15%
22%
Had 5 or more drinks in a row[1]
23%
23%
Were offered, sold, or given an illegal drug on school property[2]
29%
30%**
0% 20% 40% 60% 80% 100%
1993
1995
[1] During the past 30 days
[2] During the past 12 months
** Interpret with caution. Change was not statistically significant.


Parent School Partnerships
Percentage of public school principals who reported that the parent associations in their schools have influence[1] on the following areas of school policy (Indicator 33)
One or more areas
21%
20%**
Establishing curriculum
9%
8%**
Hiring new full-time teachers
3%
2%**
Setting discipline policy
17%
16%**
0% 20% 40% 60% 80% 100%
1991
1994
[1] On a 6-point scale from "no influence" to a "great deal of influence," defined as a response to the top two points.
** Interpret with caution. Change was not statistically significant.

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NORTH DAKOTA

	North Dakota			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 1 Ready to Learn								
1 Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1996)	36%	35%	↔	37%	34%	↑	25.48%	24.45%
2 Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)	81%	83%	↔	75%	78%	↑	61.88%	71.87%
3 Has the percentage of infants born at low birthweight decreased? (1990 vs. 1996)	5%	6%	↓	7%	7%	↔	5.15%	5.14%
4 Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1996)	82%	85%	↑	76%	82%	↑	47.87%	55.90%
5 Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1997)	39	46	↑	■	■		16.68	15.95
GOAL 2 School Completion								
6 Has the high school completion rate increased? (1990 vs. 1996)	96%	84%	↓	86%	86%	↔	77.96%	79.95%
7 Has the high school dropout rate decreased? (1993 vs. 1995)	2%	3%	↓	■	■		2.10%	2.11%
GOAL 3 Student Achievement and Citizenship								
8 Has reading achievement improved in Grade 4? (1992 vs. 1994)	35%	38%	↔	29%	30%	↔	8.38%	8.41%
9 Has mathematics achievement improved								
• in Grade 4? (1992 vs. 1996)	22%	24%	↔	18%	21%	↑	5.27%	3.31%
• in Grade 8? (1990 vs. 1996)	27%	33%	↑	15%	24%	↑	1.27%	5.34%
10 Has science achievement improved in Grade 8? (1996)	41%	—		29%			5.41%	

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution: Change was not statistically significant ❖

■ Comparable national data are not available

— Data not available

* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.

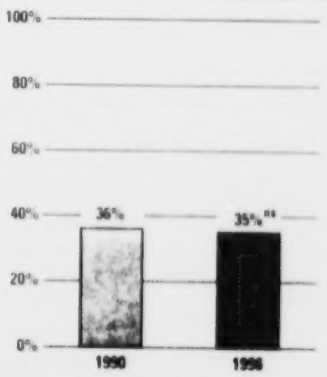
❖ See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.

Children's Health Index

Percentage of infants born with 1 or more of 4 health risks[1] (Indicator 1)

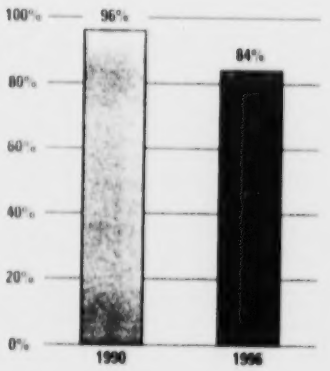


[1] Risks are: late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

[ns] Interpret with caution: Change was not statistically significant.

High School Completion

Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.

[2] Includes traditional high school diploma and alternative credential.

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NORTH DAKOTA

	North Dakota			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)								
11. Has the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1998)	14	24	↑	55	88	↑	9-177	19-235
GOAL 4 Teacher Education and Professional Development								
12. Has the percentage of public secondary school teachers who hold								
• a degree in their main teaching assignment increased? (1991 vs. 1994)	73%	76%	↔	66%	63%	↓	51-85%	50-81%
• a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)	99%	100%	↔	94%	93%	↓	91-100%	89-100%
13. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)	84%	—		85%	—		76-98%	—
14. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)	13%	—		16%	—		4-81%	—
15. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)	6%	8%	↔	22%	27%	↑	6-42%	7-48%
GOAL 5 Mathematics and Science								
16. Has the state's international standing improved in								
• Grade 8 mathematics achievement? (1996)	6 out of 40 countries would be expected to score above North Dakota			20 out of 40 countries scored above the U.S.			6-38 countries	—
• Grade 8 science achievement? (1996)	1 out of 40 countries would be expected to score above North Dakota			9 out of 40 countries scored above the U.S.			1-38 countries	—

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution: Change was not statistically significant *

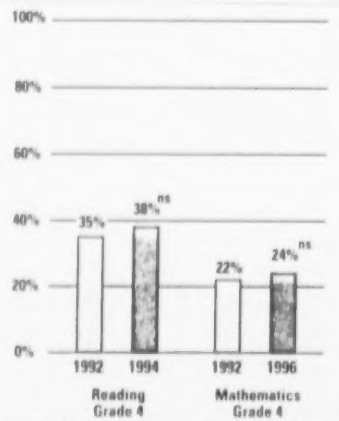
— Data not available

* See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)

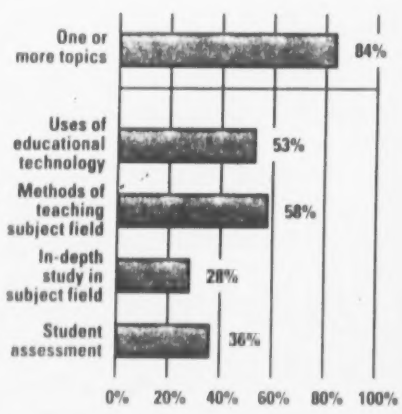


[1] A complete description of the performance standard can be found in Appendix B.

ns Interpret with caution: Change was not statistically significant.

Professional Development

Percentage of public school teachers participating in professional development programs on the following topics,[1] 1994 (Indicator 13)



[1] Since the end of the previous school year.

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NORTH DAKOTA

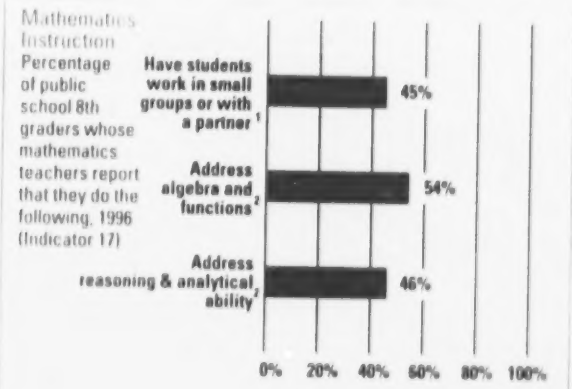
	North Dakota			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 5 Mathematics and Science (continued)								
17 Has the percentage of public school 8th graders whose mathematics teachers report that they								
• have students work in small groups or with a partner increased? (1996)	45%	—		66%	—		45-92%	—
• address algebra and functions increased? (1996)	54%	—		57%	—		45-82%	—
• address reasoning and analytical ability increased? (1996)	46%	—		52%	—		39-64%	—
18 Has the percentage of public school 8th graders who have computers available in their mathematics classrooms increased? (1996)	29%	—		30%	—		7-54%	—
19 Has the percentage of degrees awarded in mathematics and science to								
• all students increased? (1991 vs. 1995)	39%	43%	↑	39%	42%	↑	25-49%	15-53%
• minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1995)	40%	47%	↑	39%	40%	↑	22-64%	22-57%
• female students increased? (1991 vs. 1995)	35%	39%	↑	35%	37%	↑	23-46%	13-47%
GOAL 6 Adult Literacy and Lifelong Learning								
20 Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)	—	—		52%	—		46-77%	—
21 Has the percentage of U.S. citizens who report that they								
• registered to vote increased? (1988 vs. 1996)	95%	91%	↔	70%	71%	↑	58-95%	61-91%
• voted increased? (1988 vs. 1996)	74%	66%	↔	61%	58%	↓	50-74%	47-69%
22 Has postsecondary enrollment increased? (1992 vs. 1996)	68%	71%	↑	◆	◆		33-68%	40-73%

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant *



1 At least once a week

2 On a 4 point scale from "none" to "a lot," defined as a response to the top point

◆ Indicators are not the same at the national and state levels

— Data not available

* See pages 243-244 for an explanation of statistical significance

See pages 14-17 for a Guide to Reading the State Pages

See Appendix B for technical notes and sources

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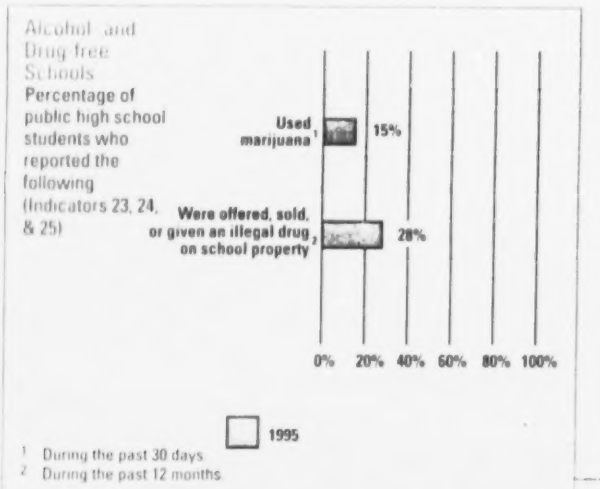
NORTH DAKOTA

	North Dakota			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools								
23. Has student marijuana use decreased? (1995)	15%	—		◆	◆		7-32%	—
24. Has student alcohol use (5 or more drinks in a row) decreased? (1991 vs. 1997) *	—	—		◆	◆		17-43%	11-45%
25. Has the availability of drugs on school property decreased? (1995) *	28%	—		◆	◆		20-46%	—
26. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1995) *	6%	—		◆	◆		4-11%	—
27. Has the percentage of students involved in physical fights on school property decreased? (1995) *	12%	—		◆	◆		12-19%	—
28. Has the percentage of students carrying weapons on school property decreased? (1995) *	10%	—		◆	◆		7-14%	—
29. Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1997) *	—	—		◆	◆		3-23%	3-13%
30. Has teacher victimization decreased? (1994)	8%	—		15%	—		8-26%	—
31. Have student disruptions that interfere with teaching decreased? (1991 vs. 1994)	30%	33%	↔	37%	46%	↓	23-60%	33-65%
GOAL 8 Parental Participation								
32. Has the percentage of schools with minimal parental involvement decreased, according to								
• public school teachers? (1991 vs. 1994)	9%	13%	↓	◆	◆		9-44%	13-50%
• public school principals? (1991 vs. 1994)	4%	3%	↔	◆	◆		4-22%	3-27%
33. Has the influence of parent associations on school policy increased? (1991 vs. 1994)	16%	17%	↔	◆	◆		8-37%	12-50%

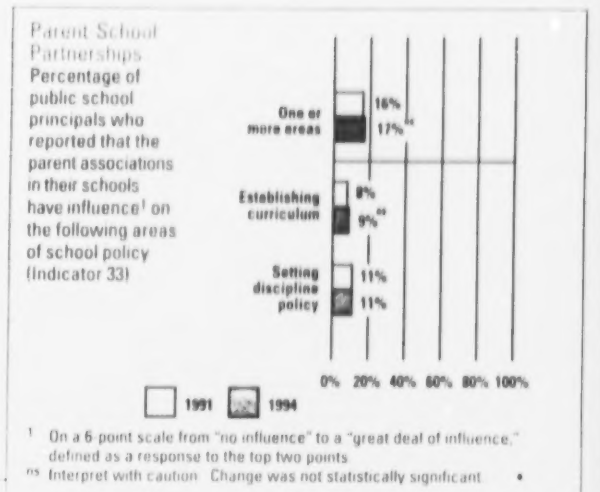
KEY

- ↑ Significantly better
- ↓ Significantly worse
- ↔ Interpret with caution. Change was not statistically significant *

◆ Indicators are not the same at the national and state levels
— Data not available
* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
* See pages 243-244 for an explanation of statistical significance.
See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.



1 During the past 30 days
2 During the past 12 months



1 On a 6-point scale from "no influence" to a "great deal of influence," defined as a response to the top two points
ns Interpret with caution. Change was not statistically significant.

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Ohio

	Ohio			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 1 Ready to Learn								
1 Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1996)	41%	37%	↑	37%	34%	↑	25.48%	24.45%
2 Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)	73%	75%	↔	75%	78%	↑	61.88%	71.87%
3 Has the percentage of infants born at low birthweight decreased? (1990 vs. 1996)	7%	8%	↓	7%	7%	↔	5.15%	5.14%
4 Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1996)	82%	85%	↑	76%	82%	↑	47.87%	55.90%
5 Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1997)	26	39	↑	■	■		16.68	15.95
GOAL 2 School Completion								
6 Has the high school completion rate increased? (1990 vs. 1996)	89%	89%	↔	86%	86%	↔	77.96%	79.95%
7 Has the high school dropout rate decreased? (1995)	5%	—		■	■		2.11%	—
GOAL 3 Student Achievement and Citizenship								
8 Has reading achievement improved in Grade 4? (1992)	27%	—		29%	—		8.38%	—
9 Has mathematics achievement improved								
• in Grade 4? (1992)	16%	—		18%	—		5.27%	—
• in Grade 8? (1990 vs. 1992)	15%	18%	↔	15%	21%	↑	1.27%	1.31%
10 Has science achievement improved in Grade 8? (1996)	—	—		29%	—		5.41%	—

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant *

■ Comparable national data are not available.

— Data not available.

Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.

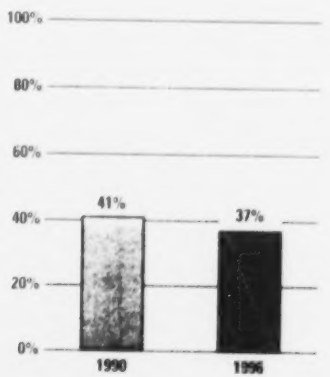
* See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.

Children's Health Index

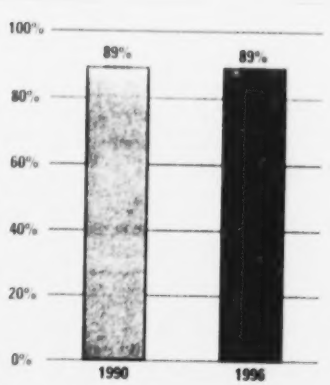
Percentage of infants born with 1 or more of 4 health risks[1] (Indicator 1)



1 Risks are: late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion

Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



1 Does not include those still in high school.

2 Includes traditional high school diploma and alternative credential.

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OHIO

	Ohio			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)								
11. Has the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1998)	36	62	↑	55	88	↑	9-177	19-235
GOAL 4 Teacher Education and Professional Development								
12. Has the percentage of public secondary school teachers who hold								
• a degree in their main teaching assignment increased? (1991 vs. 1994)	68%	61%	↔	66%	63%	↓	51-85%	50-81%
• a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)	99%	97%	↔	94%	93%	↓	91-100%	89-100%
13. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)	83%	—		85%	—		76-98%	—
14. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)	4%	—		16%	—		4-81%	—
15. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)	20%	25%	↔	22%	27%	↑	6-42%	7-48%
GOAL 5 Mathematics and Science								
16. Has the state's international standing improved in								
• Grade 8 mathematics achievement? (1996)	—	—		20 out of 40 countries scored above the U.S.			6-38 countries	—
• Grade 8 science achievement? (1996)	—	—		9 out of 40 countries scored above the U.S.			1-38 countries	—

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant.*

— Data not available.

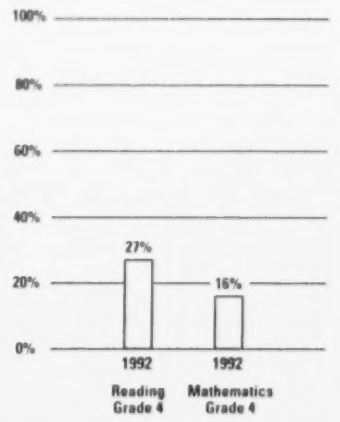
* See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.

Student Achievement

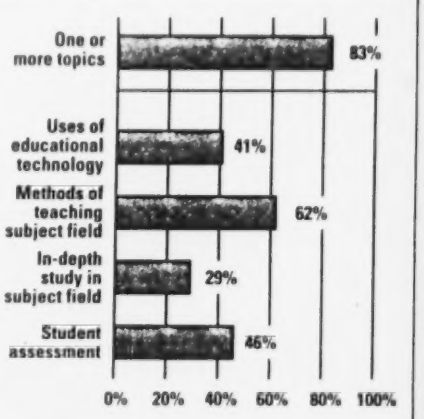
Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)



[1] A complete description of the performance standard can be found in Appendix B.

Professional Development

Percentage of public school teachers participating in professional development programs on the following topics,[1] 1994 (Indicator 13)



[1] Since the end of the previous school year.

BEST COPY AVAILABLE

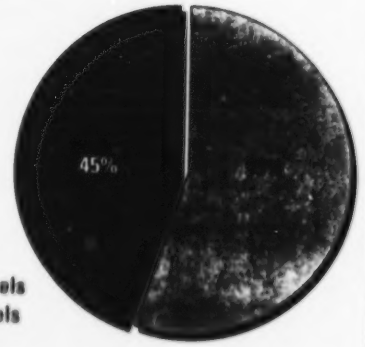
OHIO

	Ohio			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 5 Mathematics and Science (continued)								
17 Has the percentage of public school 8th graders whose mathematics teachers report that they								
• have students work in small groups or with a partner increased? (1996)	—	—		66%	—		45-92%	—
• address algebra and functions increased? (1996)	—	—		57%	—		45-82%	—
• address reasoning and analytical ability increased? (1996)	—	—		52%	—		39-64%	—
18 Has the percentage of public school 8th graders who have computers available in their mathematics classrooms increased? (1996)	—	—		30%	—		7-54%	—
19 Has the percentage of degrees awarded in mathematics and science to								
• all students increased? (1991 vs. 1995)	36%	39%	↑	39%	42%	↑	25-49%	15-53%
• minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1995)	36%	37%	↑	39%	40%	↑	22-64%	22-57%
• female students increased? (1991 vs. 1995)	31%	34%	↑	35%	37%	↑	23-46%	13-47%
GOAL 6 Adult Literacy and Lifelong Learning								
20 Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)	55%	—		52%	—		46-77%	—
21 Has the percentage of U.S. citizens who report that they								
• registered to vote increased? (1988 vs. 1996)	70%	69%	↔	70%	71%	↑	58-95%	61-91%
• voted increased? (1988 vs. 1996)	63%	60%	↔	61%	58%	↓	50-74%	47-69%
22 Has postsecondary enrollment increased? (1992 vs. 1996)	51%	55%	↑	◆	◆		33-68%	40-73%

KEY

- ↑ Significantly better
- ↓ Significantly worse
- ↔ Interpret with caution. Change was not statistically significant ◆

Adult Literacy
Percentage of adults who scored at 3 highest levels in prose literacy (Indicator 20)



• Indicators are not the same at the national and state levels
— Data not available
◆ See pages 243-244 for an explanation of statistical significance
See pages 14-17 for a Guide to Reading the State Pages
See Appendix B for technical notes and sources

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333

	Ohio			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools								
23. Has student marijuana use decreased? (1993 vs. 1997) *	16%	25%	↓	◆	◆		7-21%	12-35%
24. Has student alcohol use (5 or more drinks in a row) decreased? (1993 vs. 1997) *	30%	30%	↔	◆	◆		9-44%	11-45%
25. Has the availability of drugs on school property decreased? (1993 vs. 1997) *	20%	28%	↓	◆	◆		11-31%	15-42%
26. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993 vs. 1997) *	8%	7%	↔	◆	◆		6-15%	5-13%
27. Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1997) *	16%	13%	↔	◆	◆		13-39%	11-34%
28. Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1997) *	9%	8%	↔	◆	◆		8-18%	5-17%
29. Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1997) *	5%	4%	↔	◆	◆		3-23%	3-13%
30. Has teacher victimization decreased? (1994)	17%	—		15%	—		8-26%	—
31. Have student disruptions that interfere with teaching decreased? (1991 vs. 1994)	38%	42%	↔	37%	46%	↓	23-60%	33-65%
GOAL 8 Parental Participation								
32. Has the percentage of schools with minimal parental involvement decreased, according to								
• public school teachers? (1991 vs. 1994)	29%	29%	↔	◆	◆		9-44%	13-50%
• public school principals? (1991 vs. 1994)	14%	13%	↔	◆	◆		4-22%	3-27%
33. Has the influence of parent associations on school policy increased? (1991 vs. 1994)	14%	16%	↔	◆	◆		8-37%	12-50%

KEY

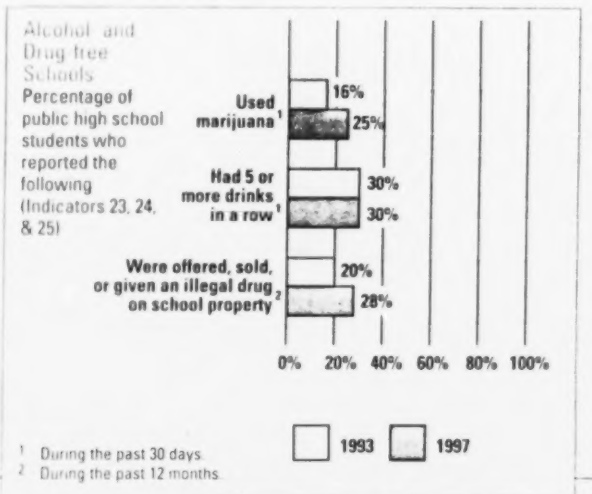
↑ Significantly better

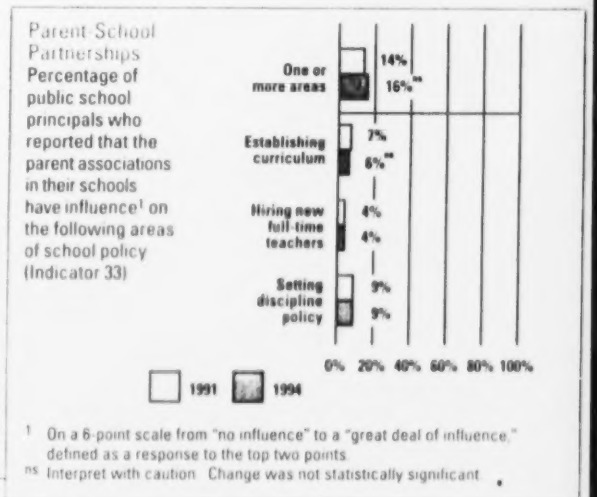
↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant *

◆ Indicators are not the same at the national and state levels.
— Data not available.
* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
* See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.


Alcohol- and Drug-free Schools
Percentage of public high school students who reported the following (Indicators 23, 24, & 25)
Used marijuana[1]
16%
25%
Had 5 or more drinks in a row[1]
30%
30%
Were offered, sold, or given an illegal drug on school property[2]
20%
28%
0% 20% 40% 60% 80% 100%
1993
1997
1 During the past 30 days.
2 During the past 12 months.


Parent-School Partnerships
Percentage of public school principals who reported that the parent associations in their schools have influence[1] on the following areas of school policy (Indicator 33)
One or more areas
14%
16% ns
Establishing curriculum
7%
6% ns
Hiring new full-time teachers
4%
4%
Setting discipline policy
9%
9%
0% 20% 40% 60% 80% 100%
1991
1994
1 On a 6-point scale from "no influence" to a "great deal of influence," defined as a response to the top two points.
ns Interpret with caution. Change was not statistically significant.

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OKLAHOMA

	Oklahoma			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 1 Ready to Learn								
1. Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1992 vs. 1996)*	36%	37%	↓	35%	34%	↑	24.48%	24.45%
2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)	76%	72%	↔	75%	78%	↑	61-88%	71-87%
3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1996)	7%	7%	↔	7%	7%	↔	5.15%	5.14%
4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1996)	71%	79%	↑	76%	82%	↑	47.87%	55.90%
5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1997)	37	37	↔	■	■		16.68	15.95
GOAL 2 School Completion								
6. Has the high school completion rate increased? (1990 vs. 1996)	87%	87%	↔	86%	86%	↔	77.96%	79.95%
7. Has the high school dropout rate decreased? (1992 vs. 1995)				■	■		3.12%	2.11%
GOAL 3 Student Achievement and Citizenship								
8. Has reading achievement improved in Grade 4? (1992)	29%			29%			8.38%	
9. Has mathematics achievement improved								
• in Grade 4? (1992)	14%			18%			5.27%	
• in Grade 8? (1990 vs. 1992)	13%	17%	↔	15%	21%	↑	1.27%	1.31%
10. Has science achievement improved in Grade 8? (1996)				29%			5.41%	

KEY

↑ Significantly better

↓ Significantly worse

↔ Unchanged or little change (Change is not statistically significant.*)

■ Comparable national data are not available.

— Data not available.

* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.

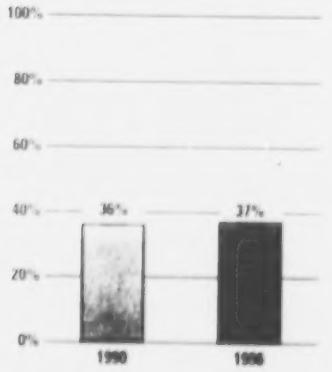
* See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.

Children's Health Index

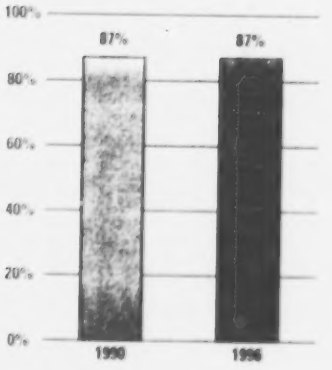
Percentage of infants born with 1 or more of 4 health risks[1] (Indicator 1)



[1] Risks are: late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion

Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.

[2] Includes traditional high school diploma and alternative credential.

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OKLAHOMA

	Oklahoma			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)								
11. Has the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1998)	21	38	↑	55	88	↑	9-177	19-235
GOAL 4 Teacher Education and Professional Development								
12. Has the percentage of public secondary school teachers who hold								
• a degree in their main teaching assignment increased? (1991 vs. 1994)	65%	61%	↔	66%	63%	↓	51-85%	50-81%
• a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)	98%	99%	↑	94%	93%	↓	91-100%	89-100%
13. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)	88%	—		85%	—		76-98%	—
14. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)	19%	—		16%	—		4-81%	—
15. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)	42%	45%	↔	22%	27%	↑	6-42%	7-48%
GOAL 6 Mathematics and Science								
16. Has the state's international standing improved in								
• Grade 8 mathematics achievement? (1996)	—	—		20 out of 40 countries scored above the U.S.			6-38 countries	—
• Grade 8 science achievement? (1996)	—	—		9 out of 40 countries scored above the U.S.			1-38 countries	—

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant *

— Data not available

* See pages 243-244 for an explanation of statistical significance

See pages 14-17 for a Guide to Reading the State Pages

See Appendix B for technical notes and sources

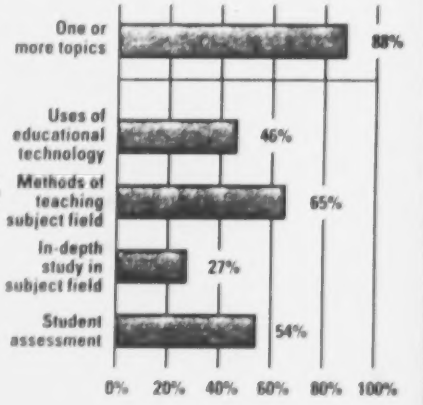
Student Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)

[1] A complete description of the performance standard can be found in Appendix B

Professional Development

Percentage of public school teachers participating in professional development programs on the following topics,[1] 1994 (Indicator 13)



[1] Since the end of the previous school year

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OKLAHOMA

	Oklahoma			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 5 Mathematics and Science (continued)								
17. Has the percentage of public school 8th graders whose mathematics teachers report that they								
• have students work in small groups or with a partner increased? (1996)	—	—		66%	—		45-92%	—
• address algebra and functions increased? (1996)	—	—		57%	—		45-82%	—
• address reasoning and analytical ability increased? (1996)	—	—		52%	—		39-64%	—
18. Has the percentage of public school 8th graders who have computers available in their mathematics classrooms increased? (1996)	—	—		30%	—		7-54%	—
19. Has the percentage of degrees awarded in mathematics and science to								
• all students increased? (1991 vs. 1995)	33%	36%	↑	39%	42%	↑	25-49%	15-53%
• minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1995)	34%	36%	↑	39%	40%	↑	22-64%	22-57%
• female students increased? (1991 vs. 1995)	28%	29%	↑	35%	37%	↑	23-46%	13-47%
GOAL 6 Adult Literacy and Lifelong Learning								
20. Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)	—	—		52%	—		46-77%	—
21. Has the percentage of U.S. citizens who report that they								
• registered to vote increased? (1988 vs. 1996)	66%	71%	↑	70%	71%	↑	58-95%	61-91%
• voted increased? (1988 vs. 1996)	57%	59%	↔	61%	58%	↓	50-74%	47-69%
22. Has postsecondary enrollment increased? (1992 vs. 1996)	50%	48%	↓	◆	◆		33-68%	40-73%

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant ❖

◆ Indicators are not the same at the national and state levels

— Data not available

❖ See pages 243-244 for an explanation of statistical significance

See pages 14-17 for a Guide to Reading the State Pages

See Appendix B for technical notes and sources

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OKLAHOMA

	Oklahoma baseline	Oklahoma update	Oklahoma progress?	U.S. baseline	U.S. update	U.S. progress?	Range of State Scores baseline	Range of State Scores update
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools								
23. Has student marijuana use decreased? (1991 vs. 1997) *	—	—		◆	◆		4-18%	12-35%
24. Has student alcohol use (5 or more drinks in a row) decreased? (1991 vs. 1997) *	—	—		◆	◆		17-43%	11-45%
25. Has the availability of drugs on school property decreased? (1993 vs. 1997) *	—	—		◆	◆		11-31%	15-42%
26. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993 vs. 1997) *	—	—		◆	◆		6-15%	5-13%
27. Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1997) *	—	—		◆	◆		13-39%	11-34%
28. Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1997) *	—	—		◆	◆		8-18%	5-17%
29. Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1997) *	—	—		◆	◆		3-23%	3-13%
30. Has teacher victimization decreased? (1994)	13%	—		15%	—		8-26%	—
31. Have student disruptions that interfere with teaching decreased? (1991 vs. 1994)	33%	39%	↓	37%	46%	↓	23-60%	33-65%
GOAL 8 Parental Participation								
32. Has the percentage of schools with minimal parental involvement decreased, according to								
• public school teachers? (1991 vs. 1994)	22%	28%	↓	◆	◆		9-44%	13-50%
• public school principals? (1991 vs. 1994)	15%	13%	↔	◆	◆		4-22%	3-27%
33. Has the influence of parent associations on school policy increased? (1991 vs. 1994)	13%	21%	↑	◆	◆		8-37%	12-50%

KEY

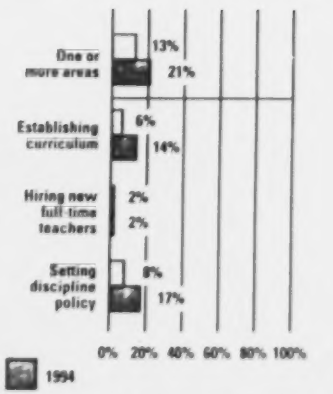
- ↑ Significantly better
- ↓ Significantly worse
- ↔ Interpret with caution. Change was not statistically significant.*

◆ Indicators are not the same at the national and state levels.
. . Data not available.
* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
* See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

Parent-School Partnerships

Percentage of public school principals who reported that the parent associations in their schools have influence[1] on the following areas of school policy (Indicator 33)



[1] On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.

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OREGON

	Oregon			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 1 Ready to Learn								
1. Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1996)	39%	37%	↑	37%	34%	↑	25-48%	24-45%
2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)	71%	73%	↔	75%	78%	↑	61-88%	71-87%
3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1996)	5%	5%	↔	7%	7%	↔	5-15%	5-14%
4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1996)	76%	80%	↑	76%	82%	↑	47-87%	55-90%
5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1997)	23	43	↑	■	■		16-68	15-95
GOAL 2 School Completion								
6. Has the high school completion rate increased? (1990 vs. 1996)	89%	79%	↓	86%	86%	↔	77-96%	79-95%
7. Has the high school dropout rate decreased? (1992 vs. 1995)	6%	7%	↓	■	■		3-12%	2-11%
GOAL 3 Student Achievement and Citizenship								
8. Has reading achievement improved in Grade 4? (1992 vs. 1994)	—	—		29%	30%	↔	8-38%	8-41%
9. Has mathematics achievement improved								
• in Grade 4? (1996)	21%	—		21%	—		3-31%	—
• in Grade 8? (1990 vs. 1996)	21%	26%	↑	15%	24%	↑	1-27%	5-34%
10. Has science achievement improved in Grade 8? (1996)	32%	—		29%	—		5-41%	—

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant *

■ Comparable national data are not available.

— Data not available.

Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.

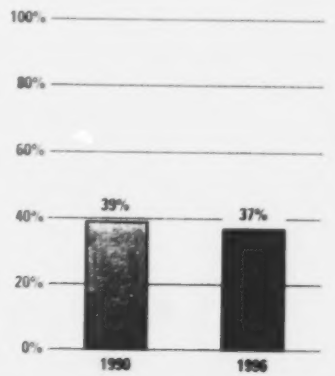
* See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.

Children's Health Index

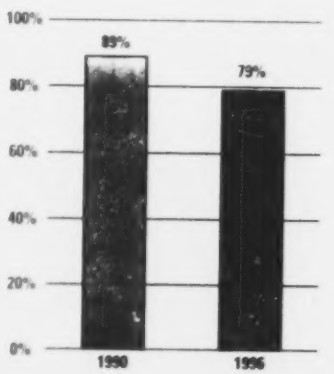
Percentage of infants born with 1 or more of 4 health risks[1] (Indicator 1)



[1] Risks are: late (in third trimester) or no prenatal care; low maternal weight gain (less than 21 pounds); mother smoked during pregnancy; or mother drank alcohol during pregnancy.

High School Completion

Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.

[2] Includes traditional high school diploma and alternative credential.

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OREGON

	Oregon			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)								
11. Has the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1998)	40	48	↑	55	88	↑	9-177	19-235
GOAL 4 Teacher Education and Professional Development								
12. Has the percentage of public secondary school teachers who hold								
• a degree in their main teaching assignment increased? (1991 vs. 1994)	64%	59%	↔	66%	63%	↓	51-85%	50-81%
• a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)	97%	97%	↔	94%	93%	↓	91-100%	89-100%
13. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)	86%	—		85%	—		76-98%	—
14. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)	22%	—		16%	—		4-81%	—
15. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)	18%	18%	↔	22%	27%	↑	6-42%	7-48%
GOAL 5 Mathematics and Science								
16. Has the state's international standing improved in								
• Grade 8 mathematics achievement? (1996)	12 out of 40 countries would be expected to score above Oregon			20 out of 40 countries scored above the U.S.			6-38 countries	—
• Grade 8 science achievement? (1996)	1 out of 40 countries would be expected to score above Oregon			9 out of 40 countries scored above the U.S.			1-38 countries	—

KEY

- ↑ Significantly better
- ↓ Significantly worse
- ↔ Interpret with caution. Change was not statistically significant.*

— Data not available

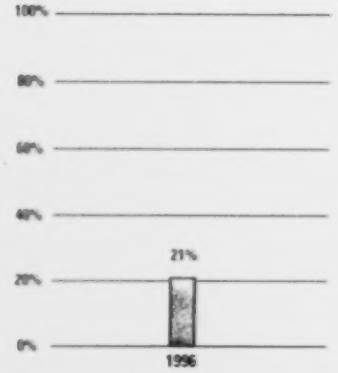
* See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.

Student Achievement

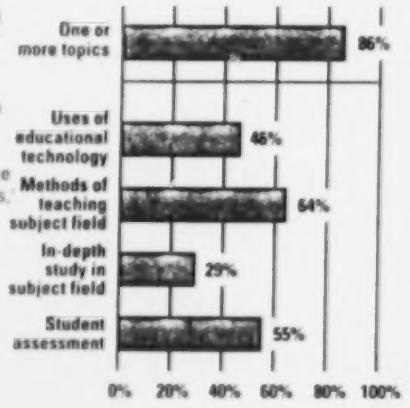
Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)



[1] A complete description of the performance standard can be found in Appendix B.

Professional Development

Percentage of public school teachers participating in professional development programs on the following topics,[1] 1994 (Indicator 13)



[1] Since the end of the previous school year.

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OREGON

	Oregon			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 5 Mathematics and Science (continued)								
17 Has the percentage of public school 8th graders whose mathematics teachers report that they								
• have students work in small groups or with a partner increased? (1996)	77%	—		66%	—		45-92%	—
• address algebra and functions increased? (1996)	48%	—		57%	—		45-82%	—
• address reasoning and analytical ability increased? (1996)	42%	—		52%	—		39-64%	—
18 Has the percentage of public school 8th graders who have computers available in their mathematics classrooms increased? (1996)	35%	—		30%	—		7-54%	—
19 Has the percentage of degrees awarded in mathematics and science to								
• all students increased? (1991 vs. 1995)	41%	47%	↑	39%	42%	↑	25-49%	15-53%
• minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1995)	41%	48%	↑	39%	40%	↑	22-64%	22-57%
• female students increased? (1991 vs. 1995)	37%	40%	↑	35%	37%	↑	23-46%	13-47%
GOAL 6 Adult Literacy and Lifelong Learning								
20 Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)	77%	—		52%	—		46-77%	—
21 Has the percentage of U.S. citizens who report that they								
• registered to vote increased? (1988 vs. 1996)	73%	76%	↔	70%	71%	↑	58-95%	61-91%
• voted increased? (1988 vs. 1996)	65%	64%	↔	61%	58%	↓	50-74%	47-69%
22 Has postsecondary enrollment increased? (1992 vs. 1996)	54%	52%	↓	◆	◆		33-68%	40-73%

KEY

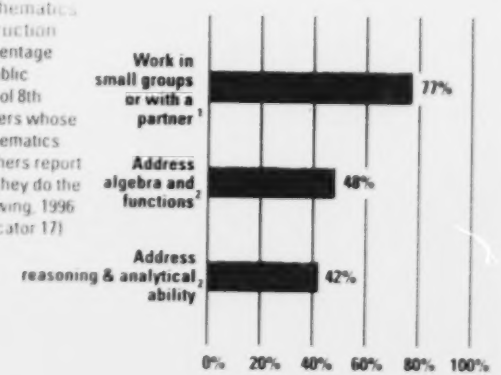
↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant *

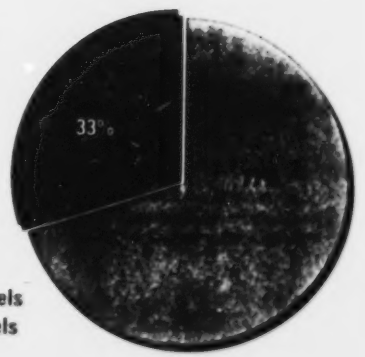
Mathematics Instruction

Percentage of public school 8th graders whose mathematics teachers report that they do the following, 1996 (Indicator 17)



Adult Literacy

Percentage of adults who scored at 3 highest levels in prose literacy (Indicator 20)



• Indicators are not the same at the national and state levels

◆ Data not available

* See pages 243-244 for an explanation of statistical significance

See pages 14-17 for a Guide to Reading the State Pages

See Appendix B for technical notes and sources

1 At least once a week

2 On a 4-point scale from "none" to "a lot," defined as a response to the top point

OREGON

	Oregon			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools								
23. Has student marijuana use decreased? (1991 vs. 1997) *	—	—		◆	◆		4-18%	12-35%
24. Has student alcohol use (5 or more drinks in a row) decreased? (1991 vs. 1997) *	—	—		◆	◆		17-43%	11-45%
25. Has the availability of drugs on school property decreased? (1993 vs. 1997) *	—	—		◆	◆		11-31%	15-42%
26. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993 vs. 1997) *	—	—		◆	◆		6-15%	5-13%
27. Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1997) *	—	—		◆	◆		13-39%	11-34%
28. Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1997) *	—	—		◆	◆		8-18%	5-17%
29. Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1997) *	—	—		◆	◆		3-23%	3-13%
30. Has teacher victimization decreased? (1994)	13%	—		15%	—		8-26%	—
31. Have student disruptions that interfere with teaching decreased? (1991 vs. 1994)	37%	57%	↓	37%	46%	↓	23-60%	33-65%
GOAL 8 Parental Participation								
32. Has the percentage of schools with minimal parental involvement decreased, according to								
• public school teachers? (1991 vs. 1994)	19%	30%	↓	◆	◆		9-44%	13-50%
• public school principals? (1991 vs. 1994)	13%	12%	↔	◆	◆		4-22%	3-27%
33. Has the influence of parent associations on school policy increased? (1991 vs. 1994)	12%	21%	↔	◆	◆		8-37%	12-50%

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution: Change was not statistically significant ❖

◆ Indicators are not the same at the national and state levels.

... Data not available.

* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.

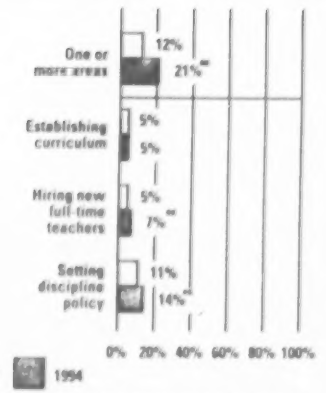
❖ See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.

Parent-School Partnerships

Percentage of public school principals who reported that the parent associations in their schools have influence[1] on the following areas of school policy (Indicator 33)



[1] On a 6-point scale from "no influence" to a "great deal of influence," defined as a response to the top two points.

** Interpret with caution: Change was not statistically significant ❖

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PENNSYLVANIA

	Pennsylvania			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 1 Ready to Learn								
1 Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1996)	39%	36%	↑	37%	34%	↑	25-48%	24-45%
2 Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)	77%	82%	↔	75%	78%	↑	61-88%	71-87%
3 Has the percentage of infants born at low birthweight decreased? (1990 vs. 1996)	7%	8%	↓	7%	7%	↔	5-15%	5-14%
4 Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1996)	80%	84%	↑	76%	82%	↑	47-87%	55-90%
5 Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1997)	37	43	↑	■	■		16-68	15-95
GOAL 2 School Completion								
6 Has the high school completion rate increased? (1990 vs. 1996)	90%	88%	↔	86%	86%	↔	77-96%	79-95%
7 Has the high school dropout rate decreased? (1992 vs. 1995)	4%	4%	↔	■	■		3-12%	2-11%
GOAL 3 Student Achievement and Citizenship								
8 Has reading achievement improved in Grade 4? (1992 vs. 1994)	32%	30%	↔	29%	30%	↔	8-38%	8-41%
9 Has mathematics achievement improved								
• in Grade 4? (1992 vs. 1996)	22%	20%	↔	18%	21%	↑	5-27%	3-31%
• in Grade 8? (1990 vs. 1992)	17%	22%	↔	15%	21%	↑	1-27%	1-31%
10 Has science achievement improved in Grade 8? (1996)				29%			5-41%	

KEY

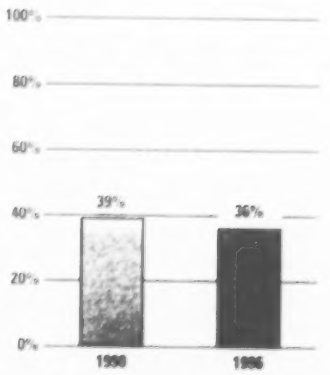
↑ Significantly better

↓ Significantly worse

↔ Interpret with caution: Change was not statistically significant.*

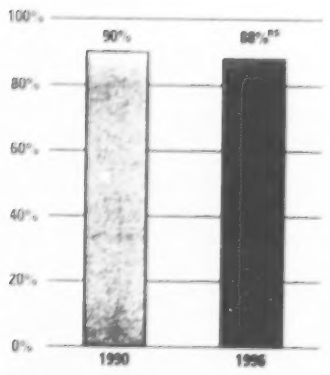
■ Comparable national data are not available.
Data not available.
Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
* See pages 241-244 for an explanation of statistical significance.
See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

Children's Health Index
Percentage of infants born with 1 or more of 4 health risks[1] (Indicator 1)



1 Risks are: late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



1 Does not include those still in high school.
2 Includes traditional high school diploma and alternative credential.
ns Interpret with caution: Change was not statistically significant.

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PENNSYLVANIA

	Pennsylvania			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)								
11. Has the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1998)	44	69	↑	55	88	↑	9-177	19-235
GOAL 4 Teacher Education and Professional Development								
12. Has the percentage of public secondary school teachers who hold								
• a degree in their main teaching assignment increased? (1991 vs. 1994)	78%	72%	↓	66%	63%	↓	51-85%	50-81%
• a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)	99%	99%	↔	94%	93%	↓	91-100%	89-100%
13. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)	82%	—		85%	—		76-98%	—
14. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)	10%	—		16%	—		4-81%	—
15. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)	20%	31%	↑	22%	27%	↑	6-42%	7-48%
GOAL 6 Mathematics and Science								
16. Has the state's international standing improved in								
• Grade 8 mathematics achievement? (1996)	—	—		20 out of 40 countries scored above the U.S.			6-38 countries	—
• Grade 8 science achievement? (1996)	—	—		9 out of 40 countries scored above the U.S.			1-38 countries	—

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant *

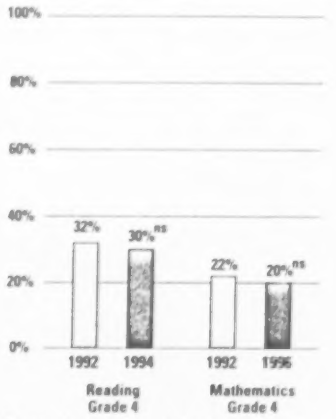
— Data not available

* See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)

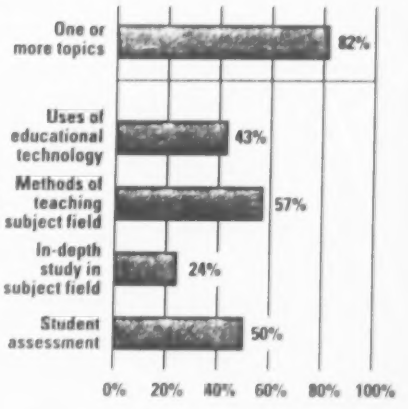


[1] A complete description of the performance standard can be found in Appendix B.

ns Interpret with caution. Change was not statistically significant.

Professional Development

Percentage of public school teachers participating in professional development programs on the following topics,[1] 1994 (Indicator 13)



[1] Since the end of the previous school year.

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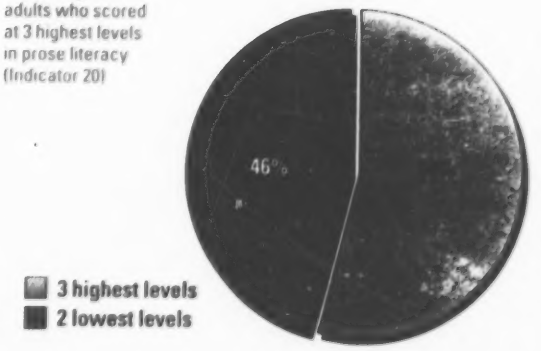
PENNSYLVANIA

	Pennsylvania			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 5 Mathematics and Science (continued)								
17 Has the percentage of public school 8th graders whose mathematics teachers report that they								
• have students work in small groups or with a partner increased? (1996)	—	—		66%	—		45-92%	—
• address algebra and functions increased? (1996)	—	—		57%	—		45-82%	—
• address reasoning and analytical ability increased? (1996)	—	—		52%	—		39-64%	—
18 Has the percentage of public school 8th graders who have computers available in their mathematics classrooms increased? (1996)	—	—		30%	—		7-54%	—
19 Has the percentage of degrees awarded in mathematics and science to								
• all students increased? (1991 vs. 1995)	40%	44%	↑	39%	42%	↑	25-49%	15-53%
• minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1995)	40%	40%	↔	39%	40%	↑	22-64%	22-57%
• female students increased? (1991 vs. 1995)	36%	40%	↑	35%	37%	↑	23-46%	13-47%
GOAL 6 Adult Literacy and Lifelong Learning								
20 Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)	54%	—		52%	—		46-77%	—
21 Has the percentage of U.S. citizens who report that they								
• registered to vote increased? (1988 vs. 1996)	63%	67%	↑	70%	71%	↑	58-95%	61-91%
• voted increased? (1988 vs. 1996)	56%	56%	↔	61%	58%	↓	50-74%	47-69%
22 Has postsecondary enrollment increased? (1992 vs. 1996)	55%	57%	↑	◆	◆		33-68%	40-73%

KEY

- ↑ Significantly better
- ↓ Significantly worse
- ↔ Interpret with caution: Change was not statistically significant ❖

Adult Literacy
Percentage of adults who scored at 3 highest levels in prose literacy (Indicator 20)



◆ Indicators are not the same at the national and state levels
— Data not available
❖ See pages 243-244 for an explanation of statistical significance
See pages 14-17 for a Guide to Reading the State Pages
See Appendix B for technical notes and sources

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PENNSYLVANIA

	Pennsylvania			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools								
23. Has student marijuana use decreased? (1991 vs. 1997) *	—	—		◆	◆		4-18%	12-35%
24. Has student alcohol use (5 or more drinks in a row) decreased? (1991 vs. 1997) *	—	—		◆	◆		17-43%	11-45%
25. Has the availability of drugs on school property decreased? (1993 vs. 1997) *	—	—		◆	◆		11-31%	15-42%
26. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993 vs. 1997) *	—	—		◆	◆		6-15%	5-13%
27. Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1997) *	—	—		◆	◆		13-39%	11-34%
28. Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1997) *	—	—		◆	◆		8-18%	5-17%
29. Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1997) *	—	—		◆	◆		3-23%	3-13%
30. Has teacher victimization decreased? (1994)	13%	—		15%	—		8-26%	—
31. Have student disruptions that interfere with teaching decreased? (1991 vs. 1994)	33%	49%	↓	37%	46%	↓	23-60%	33-65%
GOAL 8 Parental Participation								
32. Has the percentage of schools with minimal parental involvement decreased, according to								
• public school teachers? (1991 vs. 1994)	18%	21%	↔	◆	◆		9-44%	13-50%
• public school principals? (1991 vs. 1994)	13%	10%	↔	◆	◆		4-22%	3-27%
33. Has the influence of parent associations on school policy increased? (1991 vs. 1994)	10%	28%	↑	◆	◆		8-37%	12-50%

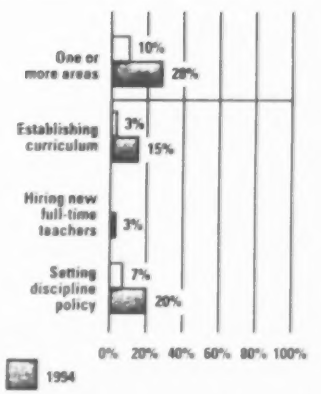
KEY

- ↑ Significantly better
- ↓ Significantly worse
- ↔ Interpret with caution. Change was not statistically significant ❖

◆ Indicators are not the same at the national and state levels
— Data not available
* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information
❖ See pages 243-244 for an explanation of statistical significance
See pages 14-17 for a Guide to Reading the State Pages
See Appendix B for technical notes and sources

Parent-School Partnerships

Percentage of public school principals who reported that the parent associations in their schools have influence[1] on the following areas of school policy (Indicator 33)



[1] On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.

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RHODE ISLAND

	Rhode Island			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 1 Ready to Learn								
1 Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1996)	36%	31%	↑	37%	34%	↑	25-48%	24-45%
2 Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)	82%	84%	↔	75%	78%	↑	61-88%	71-87%
3 Has the percentage of infants born at low birthweight decreased? (1990 vs. 1996)	6%	7%	↓	7%	7%	↔	5-15%	5-14%
4 Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1996)	87%	90%	↑	76%	82%	↑	47-87%	55-90%
5 Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1997)	42	61	↑	■	■		16-68	15-95
GOAL 2 School Completion								
6 Has the high school completion rate increased? (1990 vs. 1996)	87%	86%	↔	86%	86%	↔	77-96%	79-95%
7 Has the high school dropout rate decreased? (1992 vs. 1995)	5%	5%	↔	■	■		3-12%	2-11%
GOAL 3 Student Achievement and Citizenship								
8 Has reading achievement improved in Grade 4? (1992 vs. 1994)	28%	32%	↔	29%	30%	↔	8-38%	8-41%
9 Has mathematics achievement improved								
• in Grade 4? (1992 vs. 1996)	13%	17%	↔	18%	21%	↑	5-27%	3-31%
• in Grade 8? (1990 vs. 1996)	15%	20%	↑	15%	24%	↑	1-27%	5-34%
10 Has science achievement improved in Grade 8? (1996)	26%	—		29%	—		5-41%	—

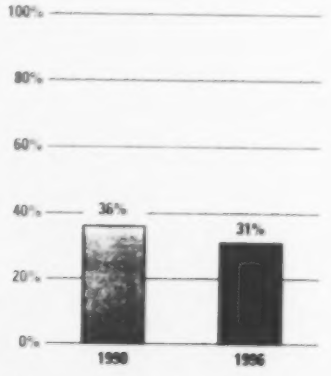
KEY

- ↑ Significantly better
- ↓ Significantly worse
- ↔ Interpret with caution: Change was not statistically significant*

■ Comparable national data are not available.
— Data not available.
1 Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
* See pages 243-244 for an explanation of statistical significance.
See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

Children's Health Index

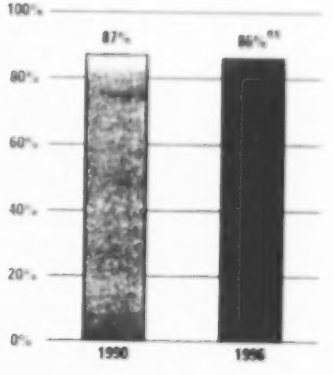
Percentage of infants born with 1 or more of 4 health risks[1] (Indicator 1)



1 Risks are: late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion

Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



1 Does not include those still in high school.
2 Includes traditional high school diploma and alternative credential.
** Interpret with caution: Change was not statistically significant.

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RHODE ISLAND

	Rhode Island			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)								
11. Has the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1998)	58	81	↑	55	88	↑	9-177	19-235
GOAL 4 Teacher Education and Professional Development								
12. Has the percentage of public secondary school teachers who hold								
• a degree in their main teaching assignment increased? (1991 vs. 1994)	72%	76%	↔	66%	63%	↓	51-85%	50-81%
• a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)	100%	100%	↔	94%	93%	↓	91-100%	89-100%
13. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)	77%	—		85%	—		76-98%	—
14. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)	29%	—		16%	—		4-81%	—
15. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)	11%	7%	↓	22%	27%	↑	6-42%	7-48%
GOAL 5 Mathematics and Science								
16. Has the state's international standing improved in								
• Grade 8 mathematics achievement? (1996)	21 out of 40 countries would be expected to score above Rhode Island			20 out of 40 countries scored above the U.S.			6-38 countries	—
• Grade 8 science achievement? (1996)	8 out of 40 countries would be expected to score above Rhode Island			9 out of 40 countries scored above the U.S.			1-38 countries	—

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant.◆

— Data not available

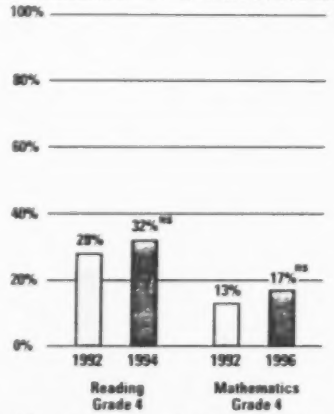
◆ See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)

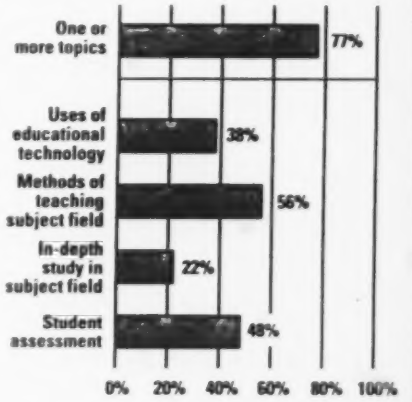


[1] A complete description of the performance standard can be found in Appendix B.

ns Interpret with caution. Change was not statistically significant.

Professional Development

Percentage of public school teachers participating in professional development programs on the following topics,[1] 1994 (Indicator 13)



[1] Since the end of the previous school year.

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RHODE ISLAND

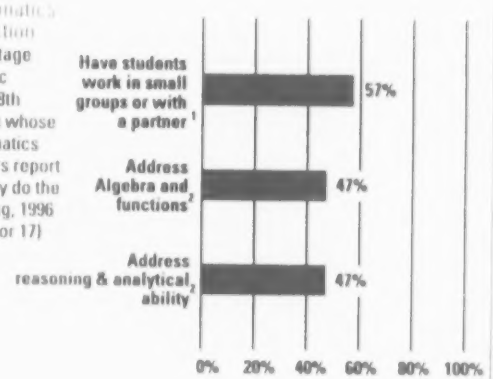
	Rhode Island			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 5 Mathematics and Science (continued)								
17 Has the percentage of public school 8th graders whose mathematics teachers report that they								
• have students work in small groups or with a partner increased? (1996)	57%	—		66%	—		45-92%	—
• address algebra and functions increased? (1996)	47%	—		57%	—		45-82%	—
• address reasoning and analytical ability increased? (1996)	47%	—		52%	—		39-64%	—
18 Has the percentage of public school 8th graders who have computers available in their mathematics classrooms increased? (1996)	7%	—		30%	—		7-54%	—
19 Has the percentage of degrees awarded in mathematics and science to								
• all students increased? (1991 vs. 1995)	34%	38%	↑	39%	42%	↑	25-49%	15-53%
• minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1995)	40%	37%	↓	39%	40%	↑	22-64%	22-57%
• female students increased? (1991 vs. 1995)	31%	34%	↑	35%	37%	↑	23-46%	13-47%
GOAL 6 Adult Literacy and Lifelong Learning								
20 Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)	—	—		52%	—		46-77%	—
21 Has the percentage of U.S. citizens who report that they								
• registered to vote increased? (1988 vs. 1996)	73%	76%	←→	70%	71%	↑	58-95%	61-91%
• voted increased? (1988 vs. 1996)	64%	64%	←→	61%	58%	↓	50-74%	47-69%
22 Has postsecondary enrollment increased? (1992 vs. 1996)	64%	66%	↑	◆	◆		33-68%	40-73%

KEY

- ↑ Significantly better
- ↓ Significantly worse
- ←→ Interpret with caution: Change was not statistically significant ◆

Mathematics Instruction

Percentage of public school 8th graders whose mathematics teachers report that they do the following, 1996 (Indicator 17)



[1] At least once a week
[2] On a 4 point scale from "none" to "a lot," defined as a response to the top point

• Indicators are not the same at the national and state levels
— Data not available
◆ See pages 243-244 for an explanation of statistical significance
See pages 14-17 for a Guide to Reading the State Pages
See Appendix B for technical notes and sources

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RHODE ISLAND

	Rhode Island			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools								
23. Has student marijuana use decreased? (1997) *	29%	—		◆	◆		12-35%	—
24. Has student alcohol use (5 or more drinks in a row) decreased? (1997) *	32%	—		◆	◆		11-45%	—
25. Has the availability of drugs on school property decreased? (1997) *	29%	—		◆	◆		15-42%	—
26. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1997) *	8%	—		◆	◆		5-13%	—
27. Has the percentage of students involved in physical fights on school property decreased? (1997) *	14%	—		◆	◆		11-34%	—
28. Has the percentage of students carrying weapons on school property decreased? (1997) *	8%	—		◆	◆		5-17%	—
29. Has the percentage of students who do not feel safe at school decreased? (1997) *	6%	—		◆	◆		3-13%	—
30. Has teacher victimization decreased? (1994)	14%	—		15%	—		8-26%	—
31. Have student disruptions that interfere with teaching decreased? (1991 vs. 1994)	52%	43%	↔	37%	46%	↓	23-60%	33-65%
GOAL 8 Parental Participation								
32. Has the percentage of schools with minimal parental involvement decreased, according to								
• public school teachers? (1991 vs. 1994)	20%	26%	↔	◆	◆		9-44%	13-50%
• public school principals? (1991 vs. 1994)	11%	7%	↔	◆	◆		4-22%	3-27%
33. Has the influence of parent associations on school policy increased? (1991 vs. 1994)	8%	20%	↑	◆	◆		8-37%	12-50%

KEY

- ↑ Significantly better
- ↓ Significantly worse
- ↔ Interpret with caution. Change was not statistically significant. ◆

◆ Indicators are not the same at the national and state levels.
— Data not available.
* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
◆ See pages 243-244 for an explanation of statistical significance.

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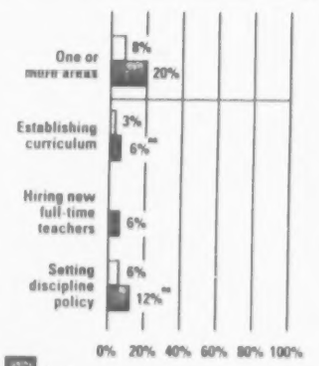
See Appendix B for technical notes and sources.

Parent School Partnerships

Percentage of public school principals who reported that the parent associations in their schools have influence[1] on the following areas of school policy (Indicator 33)



[1] On a 6-point scale from "no influence" to a "great deal of influence," defined as a response to the top two points.
ns Interpret with caution. Change was not statistically significant.

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SOUTH CAROLINA

	South Carolina			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 1 Ready to Learn								
1 Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1996)	43%	38%	↑	37%	34%	↑	25.48%	24.45%
2 Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)	84%	80%	↔	75%	78%	↑	61.88%	71.87%
3 Has the percentage of infants born at low birthweight decreased? (1990 vs. 1996)	9%	9%	↔	7%	7%	↔	5.15%	5.14%
4 Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1996)	69%	79%	↑	76%	82%	↑	47.87%	55.90%
5 Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1997)	52	65	↑	■	■		16.68	15.95
GOAL 2 School Completion								
6 Has the high school completion rate increased? (1990 vs. 1996)	83%	89%	↑	86%	86%	↔	77.96%	79.95%
7 Has the high school dropout rate decreased? (1992 vs. 1995)	—	—		■	■		3.12%	2.11%
GOAL 3 Student Achievement and Citizenship								
8 Has reading achievement improved in Grade 4? (1992 vs. 1994)	22%	20%	↔	29%	30%	↔	8.38%	8.41%
9 Has mathematics achievement improved								
• in Grade 4? (1992 vs. 1996)	13%	12%	↔	18%	21%	↑	5.27%	3.31%
• in Grade 8? (1992 vs. 1996)	15%	14%	↔	21%	24%	↑	1.31%	5.34%
10 Has science achievement improved in Grade 8? (1996)	17%	—		29%			5.41%	—

KEY

↑ Significantly better

↓ Significantly worse

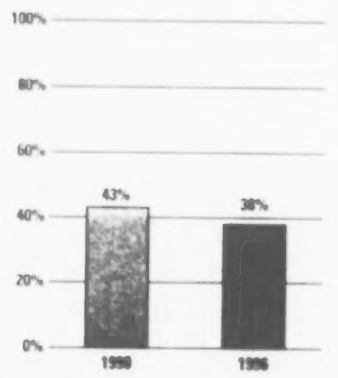
↔ Interpret with caution. Change was not statistically significant ❖

■ Comparable national data are not available.
— Data not available.
[1] Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
❖ See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

Children's Health Index

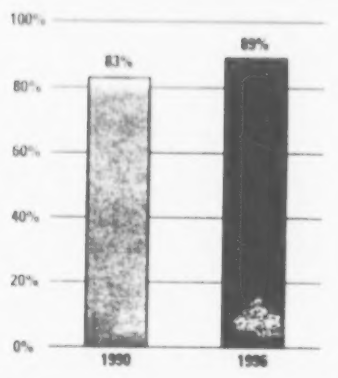
Percentage of infants born with 1 or more of 4 health risks[1] (Indicator 1)



[1] Risks are: late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion

Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

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SOUTH CAROLINA

	South Carolina			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)								
11. Has the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1998)	69	96	↑	55	88	↑	9-177	19-235
GOAL 4 Teacher Education and Professional Development								
12. Has the percentage of public secondary school teachers who hold								
• a degree in their main teaching assignment increased? (1991 vs. 1994)	69%	63%	↔	66%	63%	↓	51-85%	50-81%
• a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)	98%	95%	↓	94%	93%	↓	91-100%	89-100%
13. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)	81%	—		85%	—		76-98%	—
14. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)	11%	—		16%	—		4-81%	—
15. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)	24%	29%	↑	22%	27%	↑	6-42%	7-48%
GOAL 5 Mathematics and Science								
16. Has the state's international standing improved in								
• Grade 8 mathematics achievement? (1996)	27 out of 40 countries would be expected to score above South Carolina			20 out of 40 countries scored above the U.S.			6-38 countries	—
• Grade 8 science achievement? (1996)	20 out of 40 countries would be expected to score above South Carolina			9 out of 40 countries scored above the U.S.			1-38 countries	—

KEY

↑ Significantly better

↓ Significantly worse

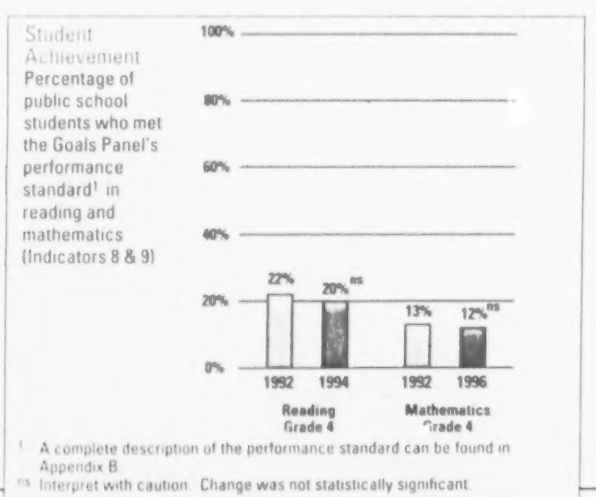
↔ Interpret with caution. Change was not statistically significant.*

— Data not available.

* See pages 243-244 for an explanation of statistical significance.

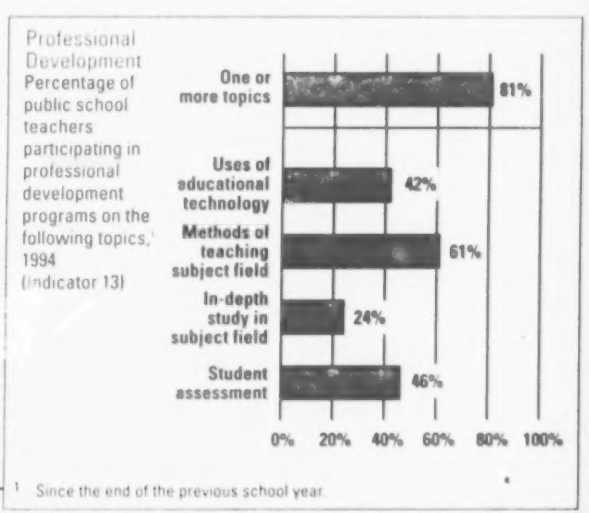
See pages 14-17 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.



[1] A complete description of the performance standard can be found in Appendix B.

ns Interpret with caution. Change was not statistically significant.



[1] Since the end of the previous school year.

BEST COPY AVAILABLE

SOUTH CAROLINA

	South Carolina			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 5 Mathematics and Science (continued)								
17 Has the percentage of public school 8th graders whose mathematics teachers report that they								
• have students work in small groups or with a partner increased? (1996)	67%	—		66%	—		45-92%	—
• address algebra and functions increased? (1996)	52%	—		57%	—		45-82%	—
• address reasoning and analytical ability increased? (1996)	50%	—		52%	—		39-64%	—
18 Has the percentage of public school 8th graders who have computers available in their mathematics classrooms increased? (1996)	31%	—		30%	—		7-54%	—
19 Has the percentage of degrees awarded in mathematics and science to								
• all students increased? (1991 vs. 1995)	37%	41%	↑	39%	42%	↑	25-49%	15-53%
• minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1995)	36%	38%	↑	39%	40%	↑	22-64%	22-57%
• female students increased? (1991 vs. 1995)	34%	38%	↑	35%	37%	↑	23-46%	13-47%
GOAL 6 Adult Literacy and Lifelong Learning								
20 Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)	—	—		52%	—		46-71%	—
21 Has the percentage of U.S. citizens who report that they								
• registered to vote increased? (1988 vs. 1996)	61%	68%	↑	70%	71%	↑	58-95%	61-91%
• voted increased? (1988 vs. 1996)	50%	55%	↑	61%	58%	↓	50-74%	47-69%
22 Has postsecondary enrollment increased? (1992 vs. 1996)	43%	59%	↑	◆	◆		33-68%	40-73%

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant ❖

◆ Indicators are not the same at the national and state levels

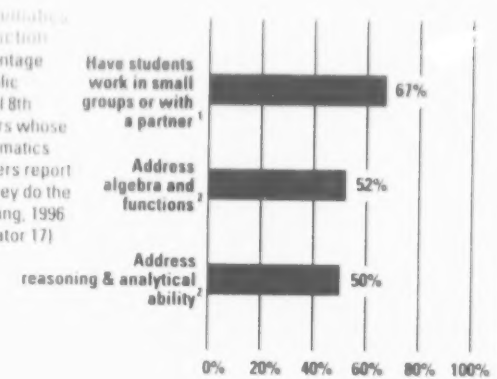
— Data not available

❖ See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

Mathematics Instruction

Percentage of public school 8th graders whose mathematics teachers report that they do the following, 1996 (Indicator 17)



1 At least once a week

2 On a 4-point scale from "none" to "a lot," defined as a response to the top point

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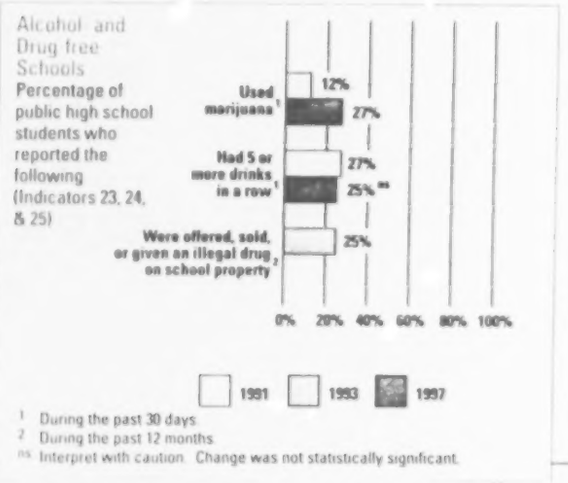
SOUTH CAROLINA

	South Carolina			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools								
23. Has student marijuana use decreased? (1991 vs. 1997) *	12%	27%	↓	◆	◆		4-18%	12-35%
24. Has student alcohol use (5 or more drinks in a row) decreased? (1991 vs. 1997) *	27%	25%	↔	◆	◆		17-43%	11-45%
25. Has the availability of drugs on school property decreased? (1993) *	25%	—		◆	◆		11-31%	—
26. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993 vs. 1997) *	10%	9%	↔	◆	◆		6-15%	5-13%
27. Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1997) *	13%	13%	↔	◆	◆		13-39%	11-34%
28. Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1997) *	14%	10%	↑	◆	◆		8-18%	5-17%
29. Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1997) *	6%	6%	↔	◆	◆		3-23%	3-13%
30. Has teacher victimization decreased? (1994)	17%	—		15%	—		8-26%	—
31. Have student disruptions that interfere with teaching decreased? (1991 vs. 1994)	37%	49%	↓	37%	46%	↓	23-60%	33-65%
GOAL 8 Parental Participation								
32. Has the percentage of schools with minimal parental involvement decreased, according to								
• public school teachers? (1991 vs. 1994)	32%	36%	↔	◆	◆		9-44%	13-50%
• public school principals? (1991 vs. 1994)	22%	27%	↔	◆	◆		4-22%	3-27%
33. Has the influence of parent associations on school policy increased? (1991 vs. 1994)	16%	24%	↔	◆	◆		8-37%	12-50%

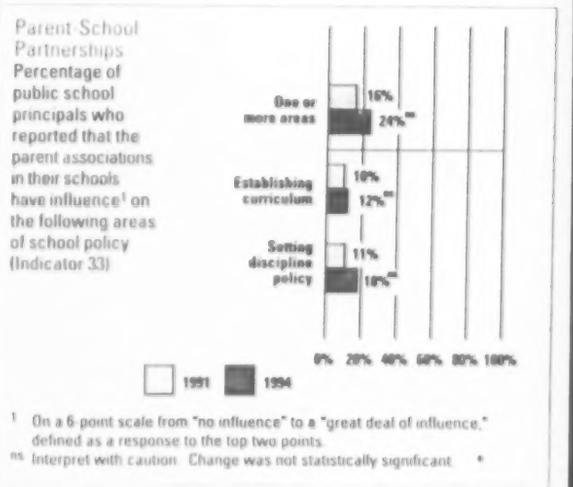
KEY

- ↑ Significantly better
- ↓ Significantly worse
- ↔ Interpret with caution. Change was not statistically significant. *

◆ Indicators are not the same at the national and state levels.
Data not available.
* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
◆ See pages 243-244 for an explanation of statistical significance.
See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.



1 During the past 30 days.
2 During the past 12 months.
ns Interpret with caution. Change was not statistically significant.



1 On a 6-point scale from "no influence" to a "great deal of influence," defined as a response to the top two points.
ns Interpret with caution. Change was not statistically significant. *

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SOUTH DAKOTA

	South Dakota			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 1 Ready to Learn								
1. Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1996) *	—	—		37%	34%	↑	25-48%	24-45%
2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)	74%	78%	↔	75%	78%	↑	61-88%	71-87%
3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1996)	5%	6%	↓	7%	7%	↔	5-15%	5-14%
4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1996)	79%	82%	↑	76%	82%	↑	47-87%	55-90%
5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1997)	62	68	↑	■	■		16-68	15-95
GOAL 2 School Completion								
6. Has the high school completion rate increased? (1990 vs. 1996)	88%	88%	↔	86%	86%	↔	77-96%	79-95%
7. Has the high school dropout rate decreased? (1992 vs. 1995) *	—	—		■	■		3-12%	2-11%
GOAL 3 Student Achievement and Citizenship								
8. Has reading achievement improved in Grade 4? (1992 vs. 1994)	—	—		29%	30%	↔	8-38%	8-41%
9. Has mathematics achievement improved								
• in Grade 4? (1992 vs. 1996)	—	—		18%	21%	↑	5-27%	3-31%
• in Grade 8? (1990 vs. 1996) *	—	—		15%	24%	↑	1-27%	5-34%
10. Has science achievement improved in Grade 8? (1996)	—	—		29%	—		5-41%	—

KEY

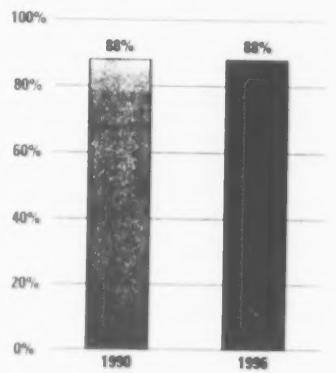
- ↑ Significantly better
- ↓ Significantly worse
- ↔ Interpret with caution: Change was not statistically significant ◆

■ Comparable national data are not available
— Data not available
* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
◆ See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

High School Completion

Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



1 Does not include those still in high school.
2 Includes traditional high school diploma and alternative credential.

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SOUTH DAKOTA

	South Dakota			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)								
11. Has the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1998)	9	36	↑	55	88	↑	9-177	19-235
GOAL 4 Teacher Education and Professional Development								
12. Has the percentage of public secondary school teachers who hold								
• a degree in their main teaching assignment increased? (1991 vs. 1994)	62%	59%	↔	66%	63%	↓	51-85%	50-81%
• a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)	99%	98%	↓	94%	93%	↓	91-100%	89-100%
13. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)	86%	—		85%	—		76-98%	—
14. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)	8%	—		16%	—		4-81%	—
15. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)	15%	13%	↔	22%	27%	↑	6-42%	7-48%
GOAL 5 Mathematics and Science								
16. Has the state's international standing improved in								
• Grade 8 mathematics achievement? (1996)	—	—		20 out of 40 countries scored above the U.S.			6-38 countries	—
• Grade 8 science achievement? (1996)	—	—		9 out of 40 countries scored above the U.S.			1-38 countries	—

KEY

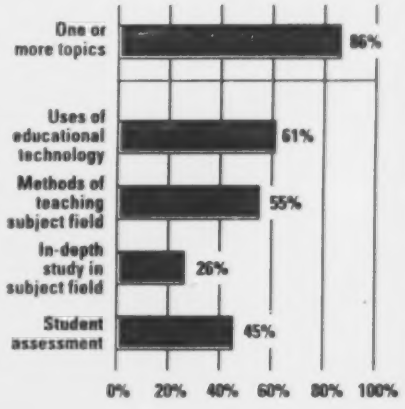
↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant ◆

Professional Development

Percentage of public school teachers participating in professional development programs on the following topics,[1] 1994 (Indicator 13)



[1] Since the end of the previous school year.

— Data not available.

◆ See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.

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SOUTH DAKOTA

	South Dakota			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 5 Mathematics and Science (continued)								
17 Has the percentage of public school 8th graders whose mathematics teachers report that they								
• have students work in small groups or with a partner increased? (1996)	—	—		66%	—		45-92%	—
• address algebra and functions increased? (1996)	—	—		57%	—		45-82%	—
• address reasoning and analytical ability increased? (1996)	—	—		52%	—		39-64%	—
18 Has the percentage of public school 8th graders who have computers available in their mathematics classrooms increased? (1996)	—	—		30%	—		7-54%	—
19 Has the percentage of degrees awarded in mathematics and science to								
• all students increased? (1991 vs. 1995)	44%	48%	↑	39%	42%	↑	25-49%	15-53%
• minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1995)	30%	34%	↑	39%	40%	↑	22-64%	22-57%
• female students increased? (1991 vs. 1995)	36%	41%	↑	35%	37%	↑	23-46%	13-47%
GOAL 6 Adult Literacy and Lifelong Learning								
20 Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)	—	—		52%	—		46-77%	—
21 Has the percentage of U.S. citizens who report that they								
• registered to vote increased? (1988 vs. 1996)	80%	75%	↔	70%	71%	↑	58-95%	61-91%
• voted increased? (1988 vs. 1996)	72%	65%	↔	61%	58%	↓	50-74%	47-69%
22 Has postsecondary enrollment increased? (1992 vs. 1996)	53%	51%	↓	◆	◆		33-68%	40-73%

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant ◆

◆ Indicators are not the same at the national and state levels.

— Data not available.

◆ See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.

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SOUTH DAKOTA

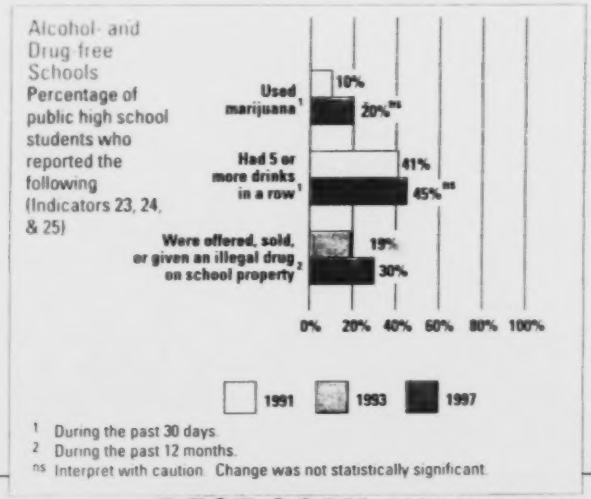
	South Dakota			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools								
23. Has student marijuana use decreased? (1991 vs. 1997) *	10%	20%	↓	◆	◆		4-18%	12-35%
24. Has student alcohol use (5 or more drinks in a row) decreased? (1991 vs. 1997) *	41%	45%	↔	◆	◆		17-43%	11-45%
25. Has the availability of drugs on school property decreased? (1993 vs. 1997) *	19%	30%	↓	◆	◆		11-31%	15-42%
26. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993 vs. 1997) *	6%	5%	↔	◆	◆		6-15%	5-13%
27. Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1997) *	14%	11%	↔	◆	◆		13-39%	11-34%
28. Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1997) *	10%	9%	↔	◆	◆		8-18%	5-17%
29. Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1997) *	3%	3%	↔	◆	◆		3-23%	3-13%
30. Has teacher victimization decreased? (1994)	8%	—		15%	—		8-26%	—
31. Have student disruptions that interfere with teaching decreased? (1991 vs. 1994)	31%	40%	↓	37%	46%	↓	23-60%	33-65%
GOAL 8 Parental Participation								
32. Has the percentage of schools with minimal parental involvement decreased, according to								
• public school teachers? (1991 vs. 1994)	18%	18%	↔	◆	◆		9-44%	13-50%
• public school principals? (1991 vs. 1994)	10%	11%	↔	◆	◆		4-22%	3-27%
33. Has the influence of parent associations on school policy increased? (1991 vs. 1994)	15%	19%	↔	◆	◆		8-37%	12-50%

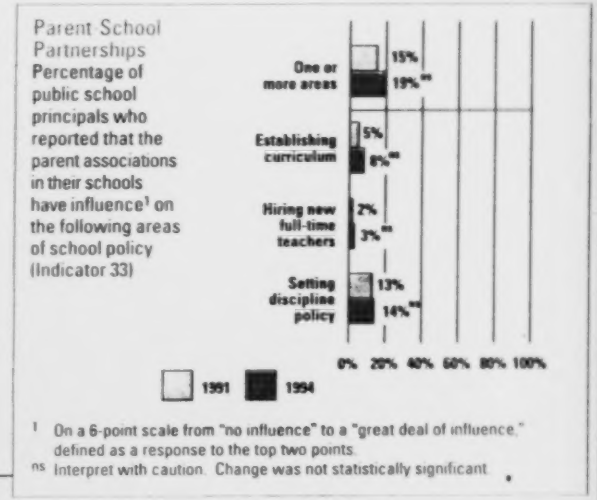
KEY

- ↑ Significantly better
- ↓ Significantly worse
- ↔ Interpret with caution. Change was not statistically significant. ◆

◆ Indicators are not the same at the national and state levels.
— Data not available.
* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
◆ See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.


Alcohol- and Drug-free Schools
Percentage of public high school students who reported the following (Indicators 23, 24, & 25)
Used marijuana[1]
10%
20% ns
Had 5 or more drinks in a row[1]
41%
45% ns
Were offered, sold, or given an illegal drug on school property[2]
19%
30%
0% 20% 40% 60% 80% 100%
1991
1993
1997
1 During the past 30 days.
2 During the past 12 months.
ns Interpret with caution. Change was not statistically significant.


Parent-School Partnerships
Percentage of public school principals who reported that the parent associations in their schools have influence[1] on the following areas of school policy (Indicator 33)
One or more areas
15%
19% ns
Establishing curriculum
5%
8% ns
Hiring new full-time teachers
2%
3% ns
Setting discipline policy
13%
14% ns
0% 20% 40% 60% 80% 100%
1991
1994
1 On a 6-point scale from "no influence" to a "great deal of influence," defined as a response to the top two points.
ns Interpret with caution. Change was not statistically significant.

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TENNESSEE

	Tennessee			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 1 Ready to Learn								
1 Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1996)	38%	38%	↔	37%	34%	↑	25-48%	24-45%
2 Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)	74%	78%	↔	75%	78%	↑	61-88%	71-87%
3 Has the percentage of infants born at low birthweight decreased? (1990 vs. 1996)	8%	9%	↓	7%	7%	↔	5-15%	5-14%
4 Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1996)	78%	83%	↑	76%	82%	↑	47-87%	55-90%
5 Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1997)	37	45	↑	■	■		16-68	15-95
GOAL 2 School Completion								
6 Has the high school completion rate increased? (1990 vs. 1996)	77%	84%	↑	86%	86%	↔	77-96%	79-95%
7 Has the high school dropout rate decreased? (1992 vs. 1995)				■	■		3-12%	2-11%
GOAL 3 Student Achievement and Citizenship								
8 Has reading achievement improved in Grade 4? (1992 vs. 1994)	23%	27%	↔	29%	30%	↔	8-38%	8-41%
9 Has mathematics achievement improved								
• in Grade 4? (1992 vs. 1996)	10%	17%	↑	18%	21%	↑	5-27%	3-31%
• in Grade 8? (1992 vs. 1996)	12%	15%	↔	21%	24%	↑	1-31%	5-34%
10 Has science achievement improved in Grade 8? (1996)	22%			29%			5-41%	

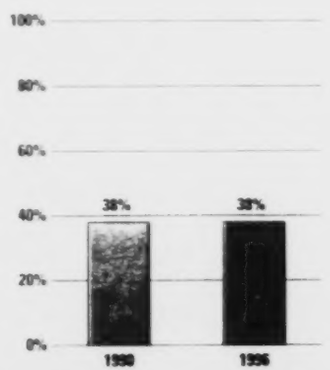
KEY

- ↑ Significantly better
- ↓ Significantly worse
- ↔ Interpret with caution. Change was not statistically significant ✧

■ Comparable national data are not available.
Data not available.
Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
✧ See pages 243-244 for an explanation of statistical significance.

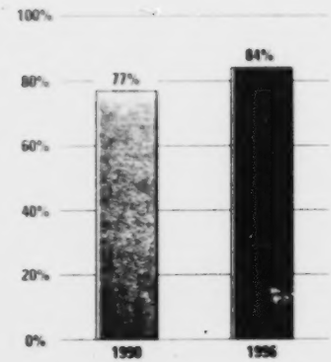
See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

Children's Health Index
Percentage of infants born with 1 or more of 4 health risks[1] (Indicator 1)



[1] Risks are: late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

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TENNESSEE

	Tennessee			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)								
11. Has the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1998)	43	60	↑	55	88	↑	9-177	19-235
GOAL 4 Teacher Education and Professional Development								
12. Has the percentage of public secondary school teachers who hold								
• a degree in their main teaching assignment increased? (1991 vs. 1994)	59%	55%	↔	66%	63%	↓	51-85%	50-81%
• a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)	99%	98%	↔	94%	93%	↓	91-100%	89-100%
13. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)	87%	—		85%	—		76-98%	—
14. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)	8%	—		16%	—		4-81%	—
15. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)	23%	27%	↔	22%	27%	↑	6-42%	7-48%
GOAL 5 Mathematics and Science								
16. Has the state's international standing improved in								
• Grade 8 mathematics achievement? (1996)	26 out of 40 countries would be expected to score above Tennessee			20 out of 40 countries scored above the U.S.			6-38 countries	—
• Grade 8 science achievement? (1996)	13 out of 40 countries would be expected to score above Tennessee			9 out of 40 countries scored above the U.S.			1-38 countries	—

KEY

- ↑ Significantly better
- ↓ Significantly worse
- ↔ Interpret with caution. Change was not statistically significant.*

— Data not available.

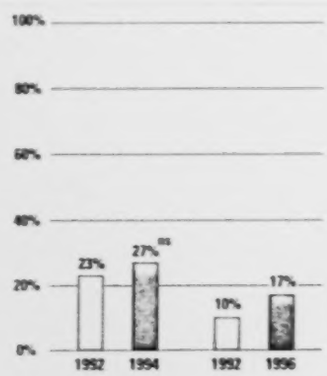
* See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)

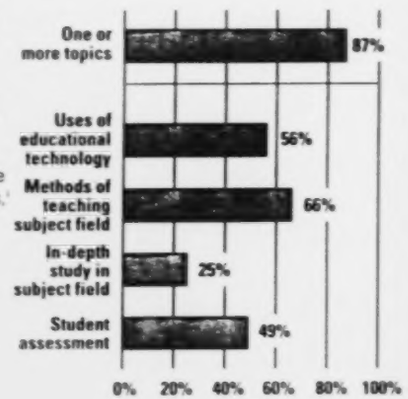


[1] A complete description of the performance standard can be found in Appendix B.

ns Interpret with caution. Change was not statistically significant.

Professional Development

Percentage of public school teachers participating in professional development programs on the following topics,[1] 1994 (Indicator 13)



[1] Since the end of the previous school year.

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TENNESSEE

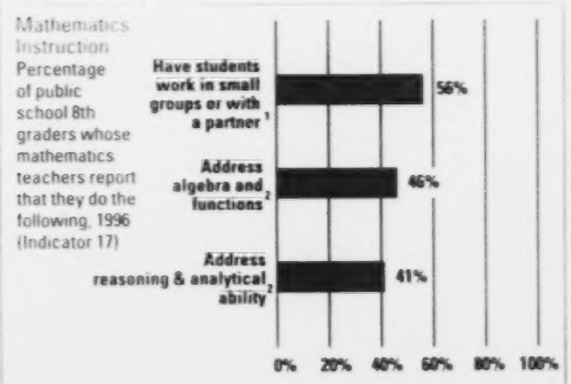
	Tennessee			U.S			Range of State Scores	
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
GOAL 5 Mathematics and Science (continued)								
17. Has the percentage of public school 8th graders whose mathematics teachers report that they								
• have students work in small groups or with a partner increased? (1996)	56%	—		66%	—		45-92%	—
• address algebra and functions increased? (1996)	46%	—		57%	—		45-82%	—
• address reasoning and analytical ability increased? (1996)	41%	—		52%	—		39-64%	—
18. Has the percentage of public school 8th graders who have computers available in their mathematics classrooms increased? (1996)	54%	—		30%	—		7-54%	—
19. Has the percentage of degrees awarded in mathematics and science to								
• all students increased? (1991 vs. 1995)	36%	43%	↑	39%	42%	↑	25-49%	15-53%
• minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1995)	40%	43%	↑	39%	40%	↑	22-64%	22-57%
• female students increased? (1991 vs. 1995)	32%	38%	↑	35%	37%	↑	23-46%	13-47%
GOAL 6 Adult Literacy and Lifelong Learning								
20. Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)	—	—		52%	—		46-77%	—
21. Has the percentage of U.S. citizens who report that they								
• registered to vote increased? (1988 vs. 1996)	66%	67%	↔	70%	71%	↑	58-95%	61-91%
• voted increased? (1988 vs. 1996)	52%	54%	↔	61%	58%	↓	50-74%	47-69%
22. Has postsecondary enrollment increased? (1992 vs. 1996)	46%	55%	↑	◆	◆		33-68%	40-73%

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution: Change was not statistically significant *



1 At least once a week

2 On a 4 point scale from "none" to "a lot," defined as a response to the top point

◆ Indicators are not the same at the national and state levels

[illegible] Data not available

* See pages 243-244 for an explanation of statistical significance

See pages 14-17 for a Guide to Reading the State Pages

See Appendix B for technical notes and sources

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TENNESSEE

	Tennessee			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools								
23. Has student marijuana use decreased? (1993) '	17%	—		◆	◆		7-21%	—
24. Has student alcohol use (5 or more drinks in a row) decreased? (1993) '	28%	—		◆	◆		9-44%	—
25. Has the availability of drugs on school property decreased? (1993) '	22%	—		◆	◆		11-31%	—
26. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993) '	9%	—		◆	◆		6-15%	—
27. Has the percentage of students involved in physical fights on school property decreased? (1993) '	15%	—		◆	◆		13-39%	—
28. Has the percentage of students carrying weapons on school property decreased? (1993) ' ◆	18%	—		◆	◆		8-18%	—
29. Has the percentage of students who do not feel safe at school decreased? (1993) '	4%	—		◆	◆		3-23%	—
30. Has teacher victimization decreased? (1994)	15%	—		15%	—		8-26%	—
31. Have student disruptions that interfere with teaching decreased? (1991 vs. 1994)	35%	48%	↓	37%	46%	↓	23-60%	33-65%
GOAL 8 Parental Participation								
32. Has the percentage of schools with minimal parental involvement decreased, according to								
• public school teachers? (1991 vs. 1994)	29%	29%	↔	◆	◆		9-44%	13-50%
• public school principals? (1991 vs. 1994)	18%	13%	↔	◆	◆		4-22%	3-27%
33. Has the influence of parent associations on school policy increased? (1991 vs. 1994)	16%	15%	↔	◆	◆		8-37%	12-50%

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant. ◆

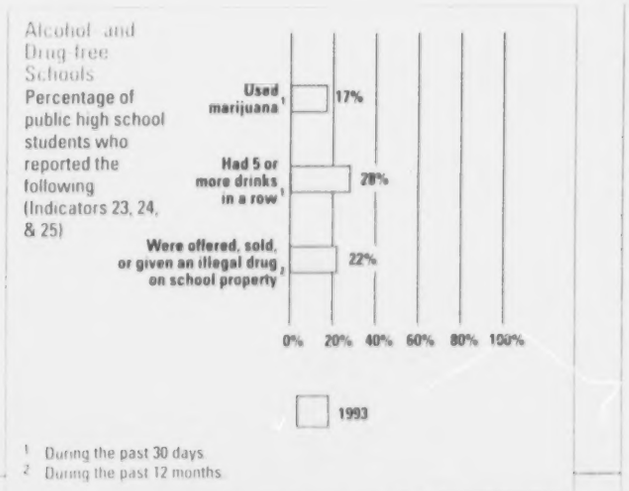
◆ Indicators are not the same at the national and state levels. Data not available.

' Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.

◆ See pages 243-244 for an explanation of statistical significance.

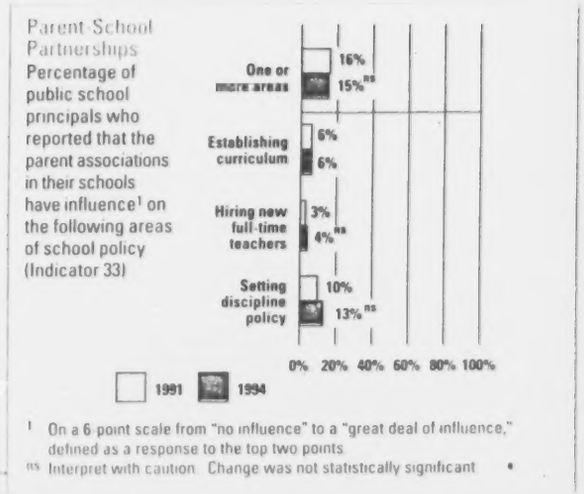
See pages 14-17 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.



[1] During the past 30 days.

[2] During the past 12 months.



[1] On a 6-point scale from "no influence" to a "great deal of influence," defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant. ◆

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TEXAS

	Texas			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 1 Ready to Learn								
1. Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1996)	32%	29%	↑	37%	34%	↑	25-48%	24-45%
2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)	71%	75%	↔	75%	78%	↑	61-88%	71-87%
3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1996)	7%	7%	↔	7%	7%	↔	5-15%	5-14%
4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1996)	68%	78%	↑	76%	82%	↑	47-87%	55-90%
5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1997)	29	35	↑	■	■		16-68	15-95
GOAL 2 School Completion								
6. Has the high school completion rate increased? (1990 vs. 1996)	78%	81%	↔	86%	86%	↔	77-96%	79-95%
7. Has the high school dropout rate decreased? (1992 vs. 1995)	—	—		■	■		3-12%	2-11%
GOAL 3 Student Achievement and Citizenship								
8. Has reading achievement improved in Grade 4? (1992 vs. 1994)	24%	26%	↔	29%	30%	↔	8-38%	8-41%
9. Has mathematics achievement improved								
• in Grade 4? (1992 vs. 1996)	15%	25%	↑	18%	21%	↑	5-27%	3-31%
• in Grade 8? (1990 vs. 1996)	13%	21%	↑	15%	24%	↑	1-27%	5-34%
10. Has science achievement improved in Grade 8? (1996)	23%	—		29%	—		5-41%	—

KEY

↑ Significantly better

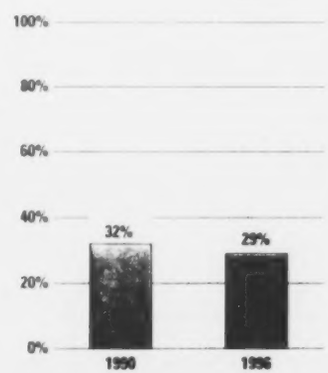
↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant.*

■ Comparable national data are not available.
— Data not available.
† Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
* See pages 243-244 for an explanation of statistical significance.
See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

Children's Health Index

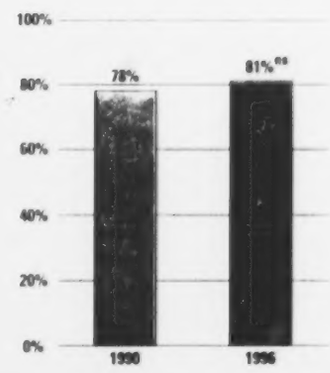
Percentage of infants born with 1 or more of 4 health risks[1] (Indicator 1)



[1] Risks are: late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion

Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
ns Interpret with caution. Change was not statistically significant.

393

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393

TEXAS

	Texas			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)								
11. Has the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1998)	34	81	↑	55	88	↑	9-177	19-235
GOAL 4 Teacher Education and Professional Development								
12. Has the percentage of public secondary school teachers who hold								
• a degree in their main teaching assignment increased? (1991 vs. 1994)	54%	51%	↔	66%	63%	↓	51-85%	50-81%
• a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)	97%	96%	↔	94%	93%	↓	91-100%	89-100%
13. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)	93%	—		85%	—		76-98%	—
14. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)	28%	—		16%	—		4-81%	—
15. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)	22%	30%	↑	22%	27%	↑	6-42%	7-48%
GOAL 5 Mathematics and Science								
16. Has the state's international standing improved in								
• Grade 8 mathematics achievement? (1996)	19 out of 40 countries would be expected to score above Texas			20 out of 40 countries scored above the U.S.			6-38 countries	—
• Grade 8 science achievement? (1996)	10 out of 40 countries would be expected to score above Texas			9 out of 40 countries scored above the U.S.			1-38 countries	—

KEY

- ↑ Significantly better
- ↓ Significantly worse
- ↔ Interpret with caution. Change was not statistically significant ❖

— Data not available.

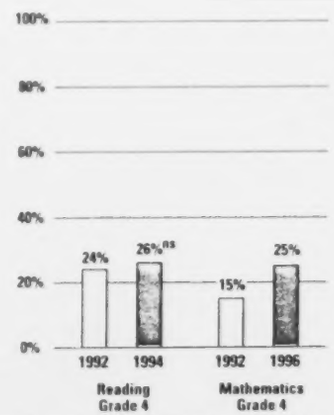
❖ See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)

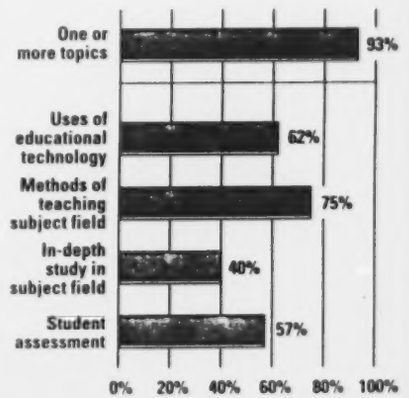


[1] A complete description of the performance standard can be found in Appendix B.

ns Interpret with caution. Change was not statistically significant.

Professional Development

Percentage of public school teachers participating in professional development programs on the following topics,[1] 1994 (Indicator 13)



[1] Since the end of the previous school year.

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TEXAS

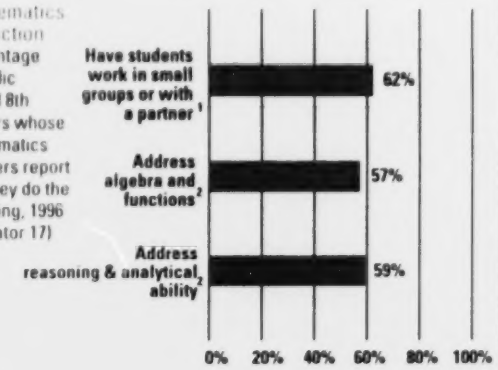
	Texas			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 5 Mathematics and Science (continued)								
17. Has the percentage of public school 8th graders whose mathematics teachers report that they								
• have students work in small groups or with a partner increased? (1996)	62%	—		66%	—		45-92%	—
• address algebra and functions increased? (1996)	57%	—		57%	—		45-82%	—
• address reasoning and analytical ability increased? (1996)	59%	—		52%	—		39-64%	—
18. Has the percentage of public school 8th graders who have computers available in their mathematics classrooms increased? (1996)	34%	—		30%	—		7-54%	—
19. Has the percentage of degrees awarded in mathematics and science to								
• all students increased? (1991 vs. 1995)	34%	38%	↑	39%	42%	↑	25-49%	15-53%
• minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1995)	35%	37%	↑	39%	40%	↑	22-64%	22-57%
• female students increased? (1991 vs. 1995)	29%	34%	↑	35%	37%	↑	23-46%	13-47%
GOAL 6 Adult Literacy and Lifelong Learning								
20. Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)	47%	—		52%	—		46-77%	—
21. Has the percentage of U.S. citizens who report that they								
• registered to vote increased? (1988 vs. 1996)	71%	69%	↔	70%	71%	↑	58-95%	61-91%
• voted increased? (1988 vs. 1996)	58%	52%	↔	61%	58%	↓	50-74%	47-69%
22. Has postsecondary enrollment increased? (1992 vs. 1996)	52%	54%	↑	◆	◆		33-68%	40-73%

KEY

- ↑ Significantly better
- ↓ Significantly worse
- ↔ Interpret with caution: Change was not statistically significant ◆

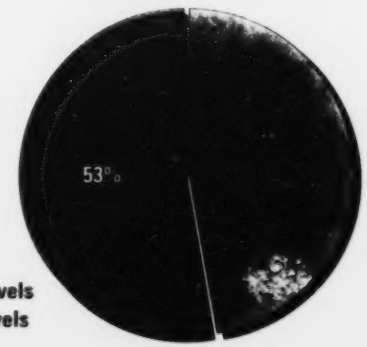
Mathematics Instruction

Percentage of public school 8th graders whose mathematics teachers report that they do the following, 1996 (Indicator 17)



Adult Literacy

Percentage of adults who scored at 3 highest levels in prose literacy (Indicator 20)



• Indicators are not the same at the national and state levels
— Data not available
◆ See pages 243-244 for an explanation of statistical significance
See pages 14-17 for a Guide to Reading the State Pages
See Appendix B for technical notes and sources

1 At least once a week
2 On a 4 point scale from "none" to "a lot," defined as a response to the top point

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TEXAS

	Texas			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools								
23. Has student marijuana use decreased? (1991 vs. 1997) *	—	—		◆	◆		4-18%	12-35%
24. Has student alcohol use (5 or more drinks in a row) decreased? (1991 vs. 1997) *	—	—		◆	◆		17-43%	11-45%
25. Has the availability of drugs on school property decreased? (1993 vs. 1997) *	—	—		◆	◆		11-31%	15-42%
26. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993 vs. 1997) *	—	—		◆	◆		6-15%	5-13%
27. Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1997) *	—	—		◆	◆		13-39%	11-34%
28. Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1997) *	—	—		◆	◆		8-18%	5-17%
29. Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1997) *	—	—		◆	◆		3-23%	3-13%
30. Has teacher victimization decreased? (1994)	14%	—		15%	—		8-26%	—
31. Have student disruptions that interfere with teaching decreased? (1991 vs. 1994)	41%	46%	↔	37%	46%	↓	23-60%	33-65%
GOAL 8 Parental Participation								
32. Has the percentage of schools with minimal parental involvement decreased, according to								
• public school teachers? (1991 vs. 1994)	32%	36%	↔	◆	◆		9-44%	13-50%
• public school principals? (1991 vs. 1994)	22%	18%	↔	◆	◆		4-22%	3-27%
33. Has the influence of parent associations on school policy increased? (1991 vs. 1994)	14%	24%	↑	◆	◆		8-37%	12-50%

KEY

↑ Significantly better

↓ Significantly worse

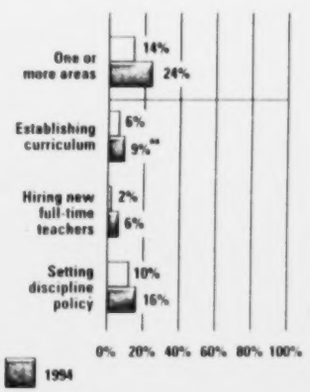
↔ Interpret with caution. Change was not statistically significant. ❖

◆ Indicators are not the same at the national and state levels.
— Data not available.
* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
❖ See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

Parent-School Partnerships

Percentage of public school principals who reported that the parent associations in their schools have influence[1] on the following areas of school policy (Indicator 33)



[1] On a 6-point scale from "no influence" to a "great deal of influence," defined as a response to the top two points.
** Interpret with caution. Change was not statistically significant.

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UTAH

	Utah			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 1 Ready to Learn								
1 Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1996)	29%	30%	↓	37%	34%	↑	25.48%	24.45%
2 Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)	70%	71%	↔	75%	78%	↑	61.88%	71.87%
3 Has the percentage of infants born at low birthweight decreased? (1990 vs. 1996)	6%	7%	↓	7%	7%	↔	5.15%	5.14%
4 Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1996)	84%	84%	↔	76%	82%	↑	47.87%	55.90%
5 Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1997)	33	47	↑	■	■		16.68	15.95
GOAL 2 School Completion								
6 Has the high school completion rate increased? (1990 vs. 1996)	94%	91%	↔	86%	86%	↔	77.96%	79.95%
7 Has the high school dropout rate decreased? (1995)	4%	—		■	■		2.11%	—
GOAL 3 Student Achievement and Citizenship								
8 Has reading achievement improved in Grade 4? (1992 vs. 1994)	30%	30%	↔	29%	30%	↔	8.38%	8.41%
9 Has mathematics achievement improved								
• in Grade 4? (1992 vs. 1996)	19%	23%	↔	18%	21%	↑	5.27%	3.31%
• in Grade 8? (1992 vs. 1996)	22%	24%	↔	21%	24%	↑	1.31%	5.34%
10 Has science achievement improved in Grade 8? (1996)	32%	—		29%	—		5.41%	—

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant ❖

■ Comparable national data are not available

— Data not available

[1] Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.

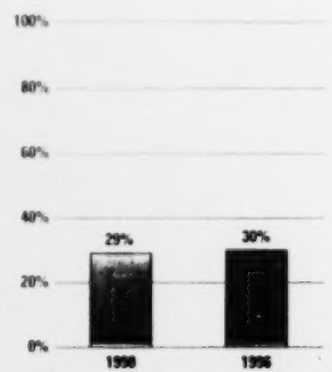
❖ See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.

Children's Health Index

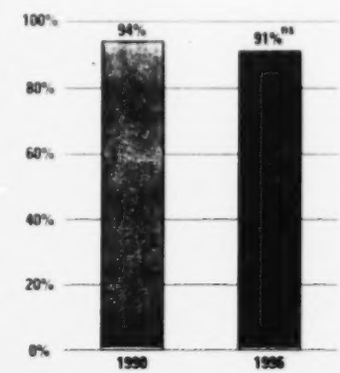
Percentage of infants born with 1 or more of 4 health risks[1] (Indicator 1)



[1] Risks are: late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion

Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.

[2] Includes traditional high school diploma and alternative credential.

ns Interpret with caution. Change was not statistically significant.

BEST COPY AVAILABLE

UTAH

	Utah baseline	Utah update	Utah progress?	U.S. baseline	U.S. update	U.S. progress?	Range of State Scores baseline	Range of State Scores update
GOAL 3 Student Achievement and Citizenship (continued)								
11. Has the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1998)	132	139	↑	55	88	↑	9-177	19-235
GOAL 4 Teacher Education and Professional Development								
12. Has the percentage of public secondary school teachers who hold								
• a degree in their main teaching assignment increased? (1991 vs. 1994)	68%	62%	↓	66%	63%	↓	51-85%	50-81%
• a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)	99%	97%	↓	94%	93%	↓	91-100%	89-100%
13. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)	87%	—		85%	—		76-98%	—
14. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)	12%	—		16%	—		4-81%	—
15. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)	32%	40%	↑	22%	27%	↑	6-42%	7-48%
GOAL 5 Mathematics and Science								
16. Has the state's international standing improved in								
• Grade 8 mathematics achievement? (1996)	12 out of 40 countries would be expected to score above Utah			20 out of 40 countries scored above the U.S.			6-38 countries	—
• Grade 8 science achievement? (1996)	1 out of 40 countries would be expected to score above Utah			9 out of 40 countries scored above the U.S.			1-38 countries	—

KEY

- ↑ Significantly better
- ↓ Significantly worse
- ↔ Interpret with caution. Change was not statistically significant *

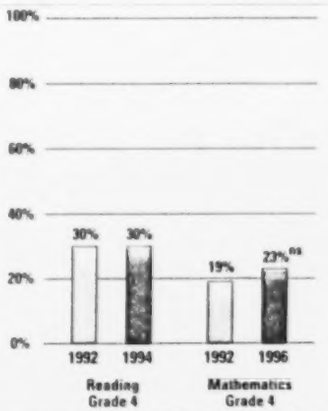
— Data not available.

* See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)

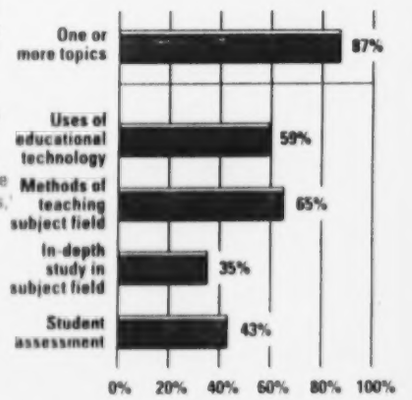


[1] A complete description of the performance standard can be found in Appendix B.

ns Interpret with caution. Change was not statistically significant.

Professional Development

Percentage of public school teachers participating in professional development programs on the following topics,[1] 1994 (Indicator 13)



[1] Since the end of the previous school year.

BEST COPY AVAILABLE

UTAH

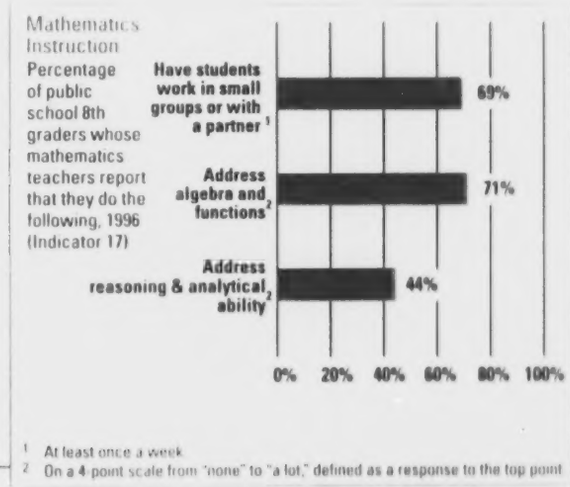
	Utah			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 5 Mathematics and Science (continued)								
17. Has the percentage of public school 8th graders whose mathematics teachers report that they								
• have students work in small groups or with a partner increased? (1996)	69%	—		66%	—		45-92%	—
• address algebra and functions increased? (1996)	71%	—		57%	—		45-82%	—
• address reasoning and analytical ability increased? (1996)	44%	—		52%	—		39-64%	—
18. Has the percentage of public school 8th graders who have computers available in their mathematics classrooms increased? (1996)	24%	—		30%	—		7-54%	—
19. Has the percentage of degrees awarded in mathematics and science to								
• all students increased? (1991 vs. 1995)	41%	43%	↑	39%	42%	↑	25-49%	15-53%
• minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1995)	47%	49%	↑	39%	40%	↑	22-64%	22-57%
• female students increased? (1991 vs. 1995)	32%	30%	↓	35%	37%	↑	23-46%	13-47%
GOAL 6 Adult Literacy and Lifelong Learning								
20. Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)	—	—		52%	—		46-77%	—
21. Has the percentage of U.S. citizens who report that they								
• registered to vote increased? (1988 vs. 1996)	78%	68%	↔	70%	71%	↑	58-95%	61-91%
• voted increased? (1988 vs. 1996)	72%	55%	↔	61%	58%	↓	50-74%	47-69%
22. Has postsecondary enrollment increased? (1992 vs. 1996)	51%	51%'	↓	◆	◆		33-68%	40-73%

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution: Change was not statistically significant ◆



[1] At least once a week

[2] On a 4-point scale from "none" to "a lot," defined as a response to the top point

• Indicators are not the same at the national and state levels

— Data not available

' The nonrounded values for indicator 22 in 1992 and 1996 were 51.47 and 50.8, respectively

◆ See pages 243-244 for an explanation of statistical significance

See pages 14-17 for a Guide to Reading the State Pages

See Appendix B for technical notes and sources

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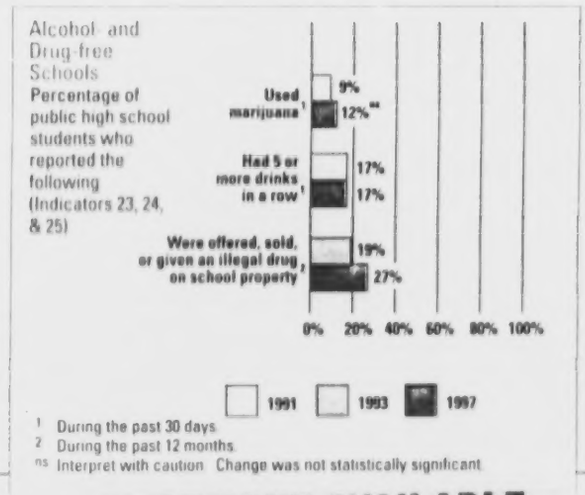
UTAH

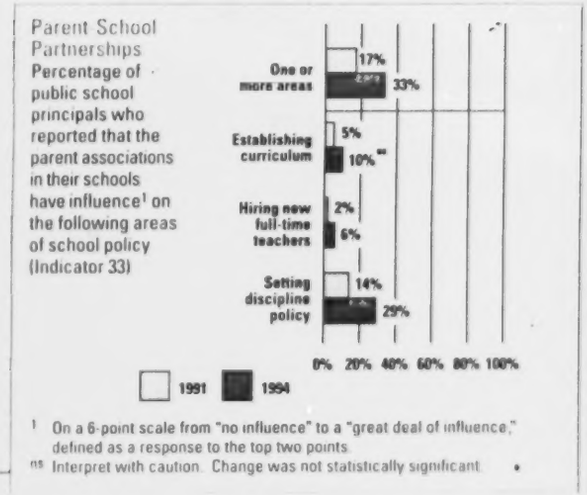
	Utah			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools								
23. Has student marijuana use decreased? (1991 vs. 1997) *	9%	12%	↔	◆	◆		4-18%	12-35%
24. Has student alcohol use (5 or more drinks in a row) decreased? (1991 vs. 1997) *	17%	17%	↔	◆	◆		17-43%	11-45%
25. Has the availability of drugs on school property decreased? (1993 vs. 1997) *	19%	27%	↓	◆	◆		11-31%	15-42%
26. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993 vs. 1997) *	8%	8%	↔	◆	◆		6-15%	5-13%
27. Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1997) *	15%	14%	↔	◆	◆		13-39%	11-34%
28. Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1997) *	11%	11%	↔	◆	◆		8-18%	5-17%
29. Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1997) *	6%	5%	↔	◆	◆		3-23%	3-13%
30. Has teacher victimization decreased? (1994)	16%	—		15%	—		8-26%	—
31. Have student disruptions that interfere with teaching decreased? (1991 vs. 1994)	33%	54%	↓	37%	46%	↓	23-60%	33-65%
GOAL 8 Parental Participation								
32. Has the percentage of schools with minimal parental involvement decreased, according to								
• public school teachers? (1991 vs. 1994)	18%	19%	↔	◆	◆		9-44%	13-50%
• public school principals? (1991 vs. 1994)	13%	14%	↔	◆	◆		4-22%	3-27%
33. Has the influence of parent associations on school policy increased? (1991 vs. 1994)	17%	33%	↑	◆	◆		8-37%	12-50%

KEY

- ↑ Significantly better
- ↓ Significantly worse
- ↔ Interpret with caution. Change was not statistically significant. ◆

◆ Indicators are not the same at the national and state levels.
— Data not available.
* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
◆ See pages 243-244 for an explanation of statistical significance.
See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.


Alcohol- and Drug-free Schools
Percentage of public high school students who reported the following (Indicators 23, 24, & 25)
Used marijuana[1]
9%
12%**
Had 5 or more drinks in a row[1]
17%
17%
Were offered, sold, or given an illegal drug on school property[2]
19%
27%
0% 20% 40% 60% 80% 100%
1991
1993
1997
[1] During the past 30 days.
[2] During the past 12 months.
ns Interpret with caution. Change was not statistically significant.


Parent School Partnerships
Percentage of public school principals who reported that the parent associations in their schools have influence[1] on the following areas of school policy (Indicator 33)
One or more areas
17%
33%
Establishing curriculum
5%
10%**
Hiring new full-time teachers
2%
6%
Setting discipline policy
14%
29%
0% 20% 40% 60% 80% 100%
1991
1994
[1] On a 6-point scale from "no influence" to a "great deal of influence," defined as a response to the top two points.
ns Interpret with caution. Change was not statistically significant.

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VERMONT

	Vermont			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 1 Ready to Learn								
1. Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1996)	38%	36%	↑	37%	34%	↑	25-48%	24-45%
2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)	88%	86%	↔	75%	78%	↑	61-88%	71-87%
3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1996)	5%	6%	↓	7%	7%	↔	5-15%	5-14%
4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1996)	82%	87%	↑	76%	82%	↑	47-87%	55-90%
5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1997)	43	54	↑	■	■		16-68	15-95
GOAL 2 School Completion								
6. Has the high school completion rate increased? (1990 vs. 1996)	86%	86%	↔	86%	86%	↔	77-96%	79-95%
7. Has the high school dropout rate decreased? (1992 vs. 1995)	—	—		■	■		3-12%	2-11%
GOAL 3 Student Achievement and Citizenship								
8. Has reading achievement improved in Grade 4? (1992 vs. 1994)	—	—		29%	30%	↔	8-38%	8-41%
9. Has mathematics achievement improved								
• in Grade 4? (1996)	23%	—		21%	—		3-31%	—
• in Grade 8? (1996)	27%	—		24%	—		5-34%	—
10. Has science achievement improved in Grade 8? (1996)	34%	—		29%	—		5-41%	—

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant *

■ Comparable national data are not available

— Data not available

* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.

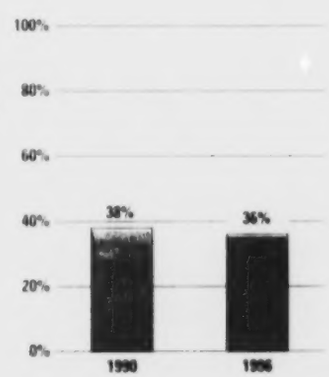
* See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.

Children's Health Index

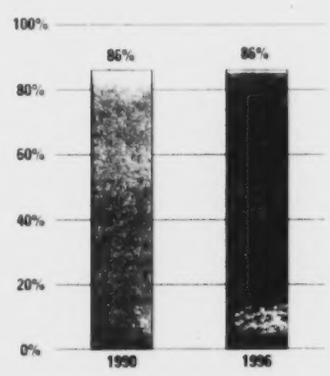
Percentage of infants born with 1 or more of 4 health risks[1] (Indicator 1)



[1] Risks are: late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion

Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.

[2] Includes traditional high school diploma and alternative credential.

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VERMONT

	Vermont			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)								
11. Has the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1998)	51	74	↑	55	88	↑	9-177	19-235
GOAL 4 Teacher Education and Professional Development								
12. Has the percentage of public secondary school teachers who hold								
• a degree in their main teaching assignment increased? (1991 vs. 1994)	71%	73%	↔	66%	63%	↓	51-85%	50-81%
• a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)	99%	98%	↔	94%	93%	↓	91-100%	89-100%
13. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)	89%	—		85%	—		76-98%	—
14. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)	23%	—		16%	—		4-81%	—
15. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)	12%	12%	↔	22%	27%	↑	6-42%	7-48%
GOAL 5 Mathematics and Science								
16. Has the state's international standing improved in								
• Grade 8 mathematics achievement? (1996)	8 out of 40 countries would be expected to score above Vermont			20 out of 40 countries scored above the U.S.			6-38 countries	—
• Grade 8 science achievement? (1996)	1 out of 40 countries would be expected to score above Vermont			9 out of 40 countries scored above the U.S.			1-38 countries	—

KEY

- ↑ Significantly better
- ↓ Significantly worse
- ↔ Interpret with caution. Change was not statistically significant.*

— Data not available.

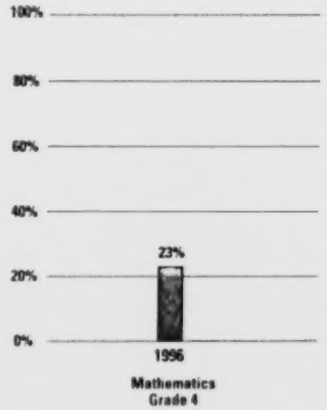
* See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.

Student Achievement

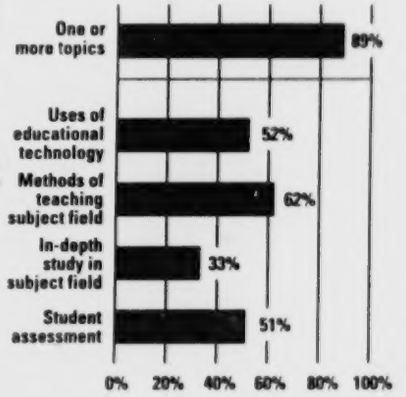
Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)



[1] A complete description of the performance standard can be found in Appendix B.

Professional Development

Percentage of public school teachers participating in professional development programs on the following topics[1] 1994 (Indicator 13)



[1] Since the end of the previous school year.

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VERMONT

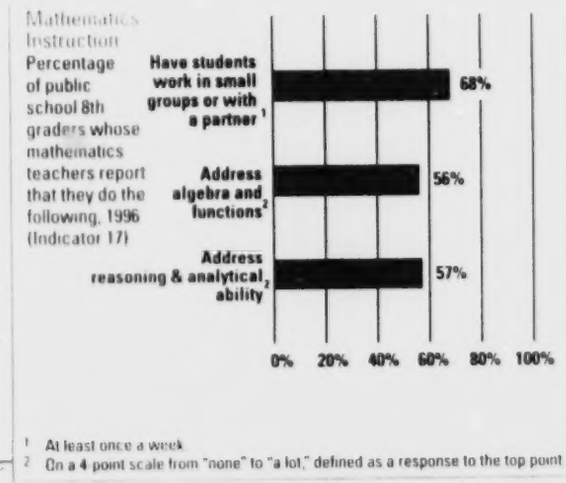
	Vermont			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 5 Mathematics and Science (continued)								
17. Has the percentage of public school 8th graders whose mathematics teachers report that they								
• have students work in small groups or with a partner increased? (1996)	68%	—		66%	—		45-92%	—
• address algebra and functions increased? (1996)	56%	—		57%	—		45-82%	—
• address reasoning and analytical ability increased? (1996)	57%	—		52%	—		39-64%	—
18. Has the percentage of public school 8th graders who have computers available in their mathematics classrooms increased? (1996)	44%	—		30%	—		7-54%	—
19. Has the percentage of degrees awarded in mathematics and science to								
• all students increased? (1991 vs. 1995)	44%	47%	↑	39%	42%	↑	25-49%	15-53%
• minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1995)	43%	48%	↑	39%	40%	↑	22-64%	22-57%
• female students increased? (1991 vs. 1995)	40%	42%	↑	35%	37%	↑	23-46%	13-47%
GOAL 6 Adult Literacy and Lifelong Learning								
20. Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)	—	—		52%	—		46-77%	—
21. Has the percentage of U.S. citizens who report that they								
• registered to vote increased? (1988 vs. 1996)	79%	73%	↔	70%	71%	↑	58-95%	61-91%
• voted increased? (1988 vs. 1996)	65%	60%	↔	61%	58%	↓	50-74%	47-69%
22. Has postsecondary enrollment increased? (1992 vs. 1996)	54%	48%	↓	◆	◆		33-68%	40-73%

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant ◆



1 At least once a week

2 On a 4 point scale from "none" to "a lot," defined as a response to the top point

◆ Indicators are not the same at the national and state levels
Data not available
◆ See pages 243-244 for an explanation of statistical significance
See pages 14-17 for a Guide to Reading the State Pages
See Appendix B for technical notes and sources

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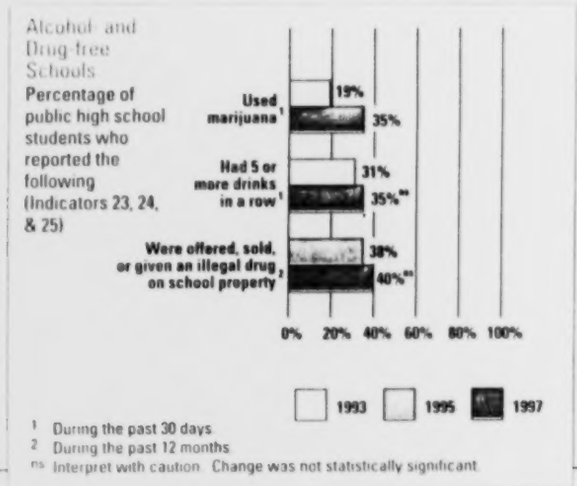
VERMONT

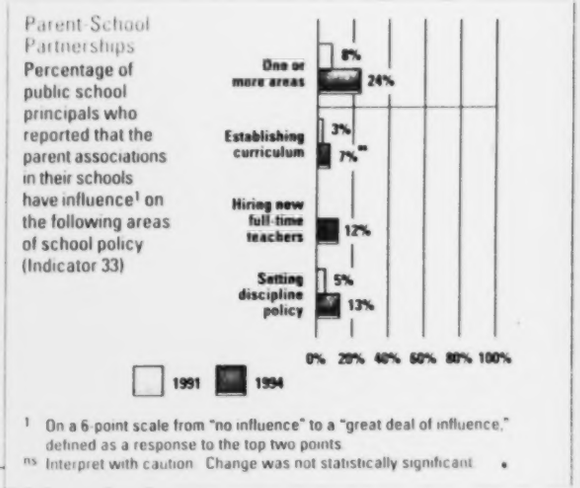
	Vermont			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools								
23. Has student marijuana use decreased? (1993 vs. 1997) *	19%	35%	↓	◆	◆		7-21%	12-35%
24. Has student alcohol use (5 or more drinks in a row) decreased? (1993 vs. 1997) *	31%	35%	↔	◆	◆		9-44%	11-45%
25. Has the availability of drugs on school property decreased? (1995 vs. 1997) *	38%	40%	↔	◆	◆		20-46%	15-42%
26. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1995 vs. 1997) *	6%	7%	↔	◆	◆		4-11%	5-13%
27. Has the percentage of students involved in physical fights on school property decreased? (1995 vs. 1997) *	15%	13%	↔	◆	◆		12-19%	11-34%
28. Has the percentage of students carrying weapons on school property decreased? (1995 vs. 1997) *	12%	12%	↔	◆	◆		7-14%	5-17%
29. Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1997) *	4%	4%	↔	◆	◆		3-23%	3-13%
30. Has teacher victimization decreased? (1994)	15%	—		15%	—		8-26%	—
31. Have student disruptions that interfere with teaching decreased? (1991 vs. 1994)	27%	44%	↓	37%	46%	↓	23-60%	33-65%
GOAL 8 Parental Participation								
32. Has the percentage of schools with minimal parental involvement decreased, according to								
• public school teachers? (1991 vs. 1994)	10%	17%	↓	◆	◆		9-44%	13-50%
• public school principals? (1991 vs. 1994)	10%	6%	↔	◆	◆		4-22%	3-27%
33. Has the influence of parent associations on school policy increased? (1991 vs. 1994)	8%	24%	↑	◆	◆		8-37%	12-50%

KEY

- ↑ Significantly better
- ↓ Significantly worse
- ↔ Interpret with caution: Change was not statistically significant ❖

◆ Indicators are not the same at the national and state levels. Data not available.
* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
❖ See pages 243-244 for an explanation of statistical significance.
See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.


Alcohol- and Drug-free Schools
Percentage of public high school students who reported the following (Indicators 23, 24, & 25)
Used marijuana[1]
19%
35%
Had 5 or more drinks in a row[1]
31%
35%ns
Were offered, sold, or given an illegal drug on school property[2]
38%
40%ns
0% 20% 40% 60% 80% 100%
1993
1995
1997
1 During the past 30 days
2 During the past 12 months
ns Interpret with caution: Change was not statistically significant.


Parent-School Partnerships
Percentage of public school principals who reported that the parent associations in their schools have influence[1] on the following areas of school policy (Indicator 33)
One or more areas
8%
24%
Establishing curriculum
3%
7%ns
Hiring new full-time teachers
12%
Setting discipline policy
5%
13%
0% 20% 40% 60% 80% 100%
1991
1994
1 On a 6-point scale from "no influence" to a "great deal of influence," defined as a response to the top two points.
ns Interpret with caution: Change was not statistically significant.

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VIRGINIA

	Virginia			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 1 Ready to Learn								
1 Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1996)	35%	32%	↑	37%	34%	↑	25.48%	24.45%
2 Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)	81%	73%	↔	75%	78%	↑	61.88%	71.87%
3 Has the percentage of infants born at low birthweight decreased? (1990 vs. 1996)	7%	8%	↓	7%	7%	↔	5.15%	5.14%
4 Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1996)	80%	84%	↑	76%	82%	↑	47.87%	55.90%
5 Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1997)	38	48	↑	■	■		16.68	15.95
GOAL 2 School Completion								
6 Has the high school completion rate increased? (1990 vs. 1996)	87%	90%	↔	86%	86%	↔	77.96%	79.95%
7 Has the high school dropout rate decreased? (1992 vs. 1995)				■	■		3.12%	2.11%
GOAL 3 Student Achievement and Citizenship								
8 Has reading achievement improved in Grade 4? (1992 vs. 1994)	31%	26%	↔	29%	30%	↔	8.38%	8.41%
9 Has mathematics achievement improved								
• in Grade 4? (1992 vs. 1996)	19%	19%	↔	18%	21%	↑	5.27%	3.31%
• in Grade 8? (1990 vs. 1996)	17%	21%	↔	15%	24%	↑	1.27%	5.34%
10 Has science achievement improved in Grade 8? (1996)	27%	—		29%	—		5.41%	—

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant.*

■ Comparable national data are not available.

— Data not available.

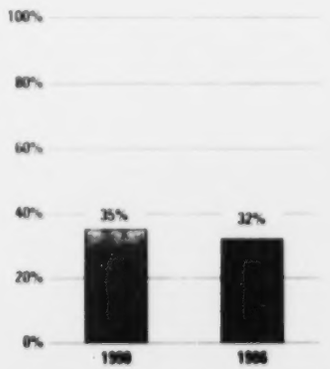
† Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.

* See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

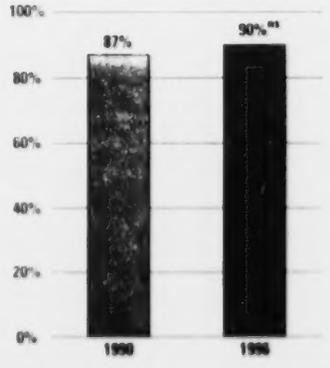
See Appendix B for technical notes and sources.

Children's Health Index
Percentage of infants born with 1 or more of 4 health risks[1] (Indicator 1)



[1] Risks are: late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.

[2] Includes traditional high school diploma and alternative credential.

ns Interpret with caution. Change was not statistically significant.

422

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423

VIRGINIA

	Virginia			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)								
11. Has the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1998)	102	149	↑	55	88	↑	9-177	19-235
GOAL 4 Teacher Education and Professional Development								
12. Has the percentage of public secondary school teachers who hold								
• a degree in their main teaching assignment increased? (1991 vs. 1994)	72%	61%	↓	66%	63%	↓	51-85%	50-81%
• a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)	97%	96%	↔	94%	93%	↓	91-100%	89-100%
13. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)	85%	—		85%	—		76-98%	—
14. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)	11%	—		16%	—		4-81%	—
15. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)	21%	30%	↑	22%	27%	↑	6-42%	7-48%
GOAL 5 Mathematics and Science								
16. Has the state's international standing improved in								
• Grade 8 mathematics achievement? (1996)	19 out of 40 countries would be expected to score above Virginia			20 out of 40 countries scored above the U.S.			6-38 countries	—
• Grade 8 science achievement? (1996)	4 out of 40 countries would be expected to score above Virginia			9 out of 40 countries scored above the U.S.			1-38 countries	—

KEY

↑ Significantly better

↓ Significantly worse

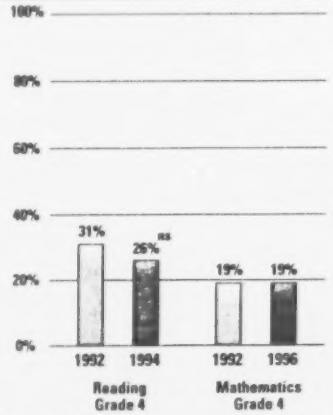
↔ Interpret with caution. Change was not statistically significant ◆

— Data not available

◆ See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

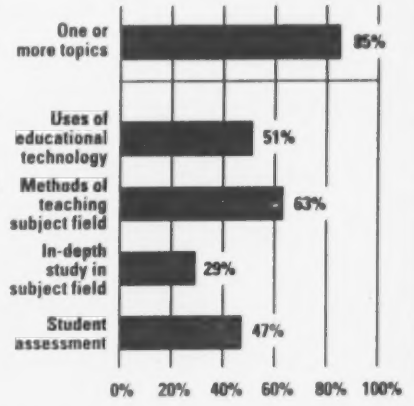
Student Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)



[1] A complete description of the performance standard can be found in Appendix B.

ns Interpret with caution. Change was not statistically significant.

Professional Development
Percentage of public school teachers participating in professional development programs on the following topics,[1] 1994 (Indicator 13)



[1] Since the end of the previous school year.

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VIRGINIA

	Virginia			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 5 Mathematics and Science (continued)								
17. Has the percentage of public school 8th graders whose mathematics teachers report that they								
• have students work in small groups or with a partner increased? (1996)	64%	—		66%	—		45-92%	—
• address algebra and functions increased? (1996)	73%	—		57%	—		45-82%	—
• address reasoning and analytical ability increased? (1996)	48%	—		52%	—		39-64%	—
18. Has the percentage of public school 8th graders who have computers available in their mathematics classrooms increased? (1996)	29%	—		30%	—		7-54%	—
19. Has the percentage of degrees awarded in mathematics and science to								
• all students increased? (1991 vs. 1995)	44%	50%	↑	39%	42%	↑	25-49%	15-53%
• minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1995)	41%	46%	↑	39%	40%	↑	22-64%	22-57%
• female students increased? (1991 vs. 1995)	39%	46%	↑	35%	37%	↑	23-46%	13-47%
GOAL 6 Adult Literacy and Lifelong Learning								
20. Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)	—	—		52%	—		46-77%	—
21. Has the percentage of U.S. citizens who report that they								
• registered to vote increased? (1988 vs. 1996)	69%	69%	↔	70%	71%	↑	58-95%	61-91%
• voted increased? (1988 vs. 1996)	60%	58%	↔	61%	58%	↓	50-74%	47-69%
22. Has postsecondary enrollment increased? (1992 vs. 1996)	51%	55%	↑	◆	◆		33-68%	40-73%

KEY

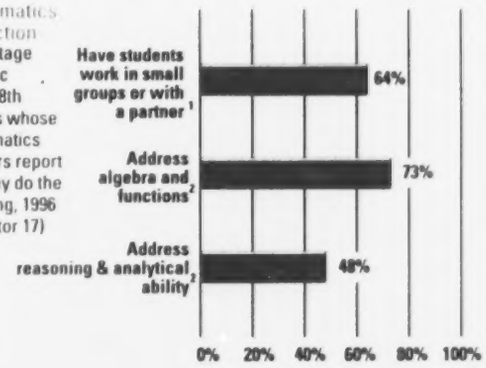
↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant ◆

Mathematics Instruction

Percentage of public school 8th graders whose mathematics teachers report that they do the following, 1996 (Indicator 17)



[1] At least once a week

[2] On a 4-point scale from "none" to "a lot," defined as a response to the top point

◆ Indicators are not the same at the national and state levels

— Data not available

See pages 243-244 for an explanation of statistical significance

See pages 14-17 for a Guide to Reading the State Pages

See Appendix B for technical notes and sources

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VIRGINIA

	Virginia			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools								
23. Has student marijuana use decreased? (1991 vs. 1997) *	—	—		◆	◆		4-18%	12-35%
24. Has student alcohol use (5 or more drinks in a row) decreased? (1991 vs. 1997) *	—	—		◆	◆		17-43%	11-45%
25. Has the availability of drugs on school property decreased? (1993 vs. 1997) *	—	—		◆	◆		11-31%	15-42%
26. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993 vs. 1997) *	—	—		◆	◆		6-15%	5-13%
27. Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1997) *	—	—		◆	◆		13-39%	11-34%
28. Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1997) *	—	—		◆	◆		8-18%	5-17%
29. Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1997) *	—	—		◆	◆		3-23%	3-13%
30. Has teacher victimization decreased? (1994)	18%	—		15%	—		8-26%	—
31. Have student disruptions that interfere with teaching decreased? (1991 vs. 1994)	32%	55%	↓	37%	46%	↓	23-60%	33-65%
GOAL 8 Parental Participation								
32. Has the percentage of schools with minimal parental involvement decreased, according to								
• public school teachers? (1991 vs. 1994)	22%	28%	↔	◆	◆		9-44%	13-50%
• public school principals? (1991 vs. 1994)	10%	13%	↔	◆	◆		4-22%	3-27%
33. Has the influence of parent associations on school policy increased? (1991 vs. 1994)	19%	23%	↔	◆	◆		8-37%	12-50%

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant.◆

◆ Indicators are not the same at the national and state levels.

— Data not available.

* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.

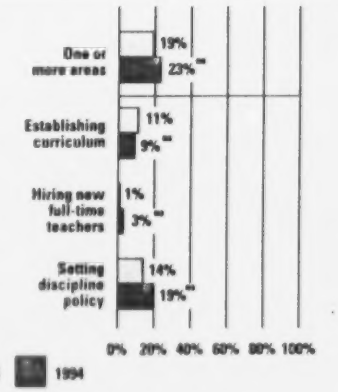
◆ See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.

Parent-School Partnerships

Percentage of public school principals who reported that the parent associations in their schools have influence[1] on the following areas of school policy (Indicator 33)



[1] On a 6-point scale from "no influence" to a "great deal of influence," defined as a response to the top two points.

** Interpret with caution. Change was not statistically significant.

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WASHINGTON

	Washington			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 1 Ready to Learn								
1 Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1996)	34%	34%	↔	37%	34%	↑	25-48%	24-45%
2 Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)	74%	80%	↑	75%	78%	↑	61-88%	71-87%
3 Has the percentage of infants born at low birthweight decreased? (1990 vs. 1996)	5%	6%	↓	7%	7%	↔	5-15%	5-14%
4 Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1996)	77%	83%	↑	76%	82%	↑	47-87%	55-90%
5 Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1997)	43	50	↑	■	■		16-68	15-95
GOAL 2 School Completion								
6 Has the high school completion rate increased? (1990 vs. 1996)	87%	88%	↔	86%	86%	↔	77-96%	79-95%
7 Has the high school dropout rate decreased? (1992 vs. 1995)	—	—		■	■		3-12%	2-11%
GOAL 3 Student Achievement and Citizenship								
8 Has reading achievement improved in Grade 4? (1994)	27%	—		30%	—		8-41%	—
9 Has mathematics achievement improved								
• in Grade 4? (1996)	21%	—		21%	—		3-31%	—
• in Grade 8? (1996)	26%	—		24%	—		5-34%	—
10 Has science achievement improved in Grade 8? (1996)	27%	—		29%	—		5-41%	—

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant ❖

■ Comparable national data are not available.

— Data not available.

* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.

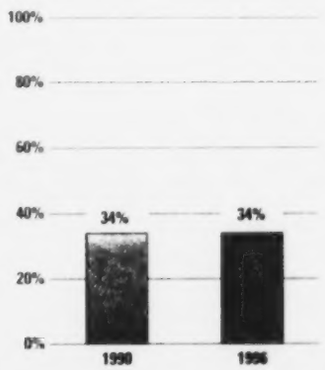
❖ See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.

Children's Health Index

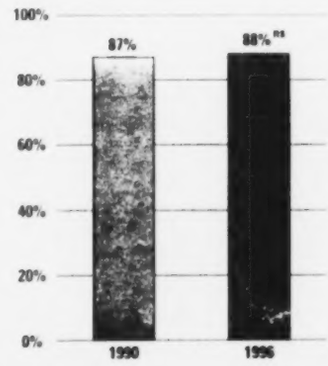
Percentage of infants born with 1 or more of 4 health risks[1] (Indicator 1)



[1] Risks are: late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion

Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.

[2] Includes traditional high school diploma and alternative credential.

ns Interpret with caution. Change was not statistically significant.

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WASHINGTON

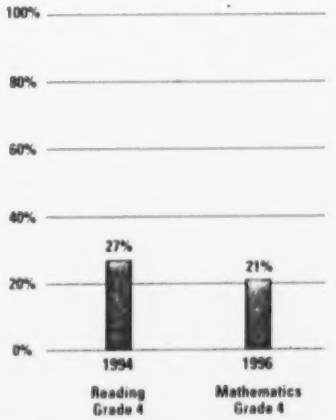
	Washington			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)								
11. Has the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1998)	35	53	↑	55	88	↑	9-177	19-235
GOAL 4 Teacher Education and Professional Development								
12. Has the percentage of public secondary school teachers who hold								
• a degree in their main teaching assignment increased? (1991 vs. 1994)	65%	61%	↔	66%	63%	↓	51-85%	50-81%
• a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)	99%	95%	↓	94%	93%	↓	91-100%	89-100%
13. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)	89%	—		85%	—		76-98%	—
14. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)	23%	—		16%	—		4-81%	—
15. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)	20%	23%	↔	22%	27%	↑	6-42%	7-48%
GOAL 5 Mathematics and Science								
16. Has the state's international standing improved in								
• Grade 8 mathematics achievement? (1996)	12 out of 40 countries would be expected to score above Washington			20 out of 40 countries scored above the U.S.			6-38 countries	—
• Grade 8 science achievement? (1996)	5 out of 40 countries would be expected to score above Washington			9 out of 40 countries scored above the U.S.			1-38 countries	—

KEY

- ↑ Significantly better
- ↓ Significantly worse
- ↔ Interpret with caution. Change was not statistically significant ◆

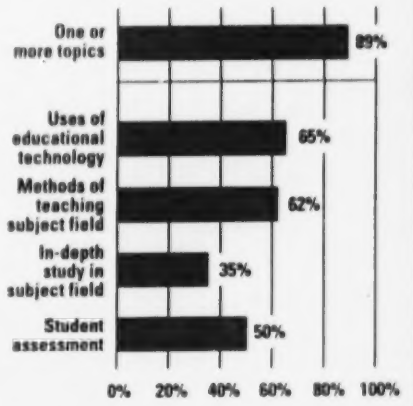
— Data not available
◆ See pages 243-244 for an explanation of statistical significance.
See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

Student Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)



[1] A complete description of the performance standard can be found in Appendix B.

Professional Development
Percentage of public school teachers participating in professional development programs on the following topics,[1] 1994
(Indicator 13)



[1] Since the end of the previous school year.

BEST COPY AVAILABLE

WASHINGTON

	Washington			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 5 Mathematics and Science (continued)								
17 Has the percentage of public school 8th graders whose mathematics teachers report that they								
• have students work in small groups or with a partner increased? (1996)	69%	—		66%	—		45-92%	—
• address algebra and functions increased? (1996)	57%	—		57%	—		45-82%	—
• address reasoning and analytical ability increased? (1996)	40%	—		52%	—		39-64%	—
18 Has the percentage of public school 8th graders who have computers available in their mathematics classrooms increased? (1996)	42%	—		30%	—		7-54%	—
19 Has the percentage of degrees awarded in mathematics and science to								
• all students increased? (1991 vs. 1995)	40%	43%	↑	39%	42%	↑	25-49%	15-53%
• minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1995)	38%	39%	↑	39%	40%	↑	22-64%	22-57%
• female students increased? (1991 vs. 1995)	36%	38%	↑	35%	37%	↑	23-46%	13-47%
GOAL 6 Adult Literacy and Lifelong Learning								
20 Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)	69%	—		52%	—		46-77%	—
21 Has the percentage of U.S. citizens who report that they								
• registered to vote increased? (1988 vs. 1996)	71%	73%	↔	70%	71%	↑	58-95%	61-91%
• voted increased? (1988 vs. 1996)	64%	62%	↔	61%	58%	↓	50-74%	47-69%
22 Has postsecondary enrollment increased? (1992 vs. 1996)	58%	58%'	↓	◆	◆		33-68%	40-73%

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant ❖

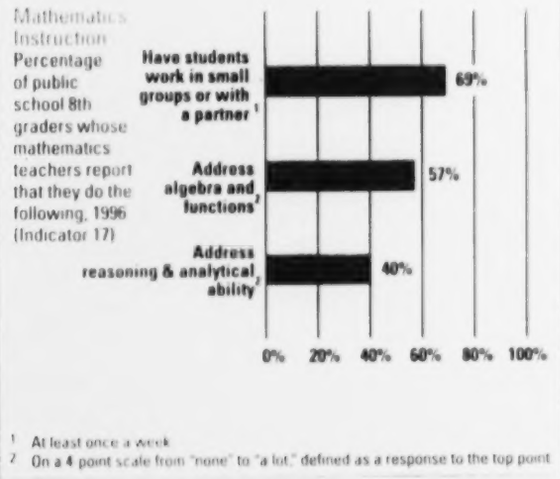
◆ Indicators are not the same at the national and state levels

— Data not available

' The nonrounded values for indicator 22 in 1992 and 1996 were 58.4 and 57.8, respectively.

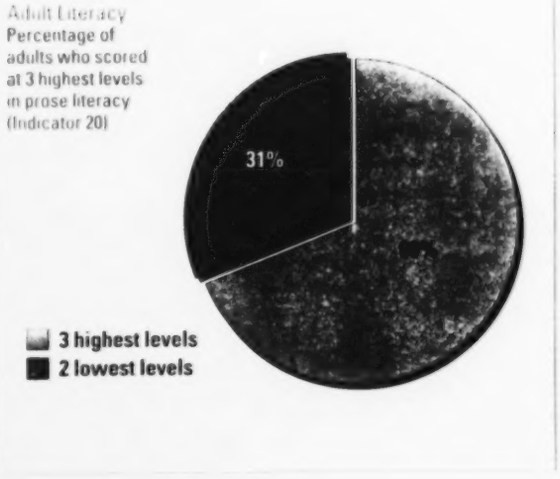
❖ See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.



1 At least once a week

2 On a 4 point scale from "none" to "a lot," defined as a response to the top point


Adult Literacy
Percentage of adults who scored at 3 highest levels in prose literacy (Indicator 20)
31%
3 highest levels
2 lowest levels

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WASHINGTON

	Washington			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools								
23. Has student marijuana use decreased? (1991 vs. 1997) *	—	—		◆	◆		4-18%	12-35%
24. Has student alcohol use (5 or more drinks in a row) decreased? (1991 vs. 1997) *	—	—		◆	◆		17-43%	11-45%
25. Has the availability of drugs on school property decreased? (1993 vs. 1997) *	—	—		◆	◆		11-31%	15-42%
26. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993 vs. 1997) *	—	—		◆	◆		6-15%	5-13%
27. Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1997) *	—	—		◆	◆		13-39%	11-34%
28. Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1997) *	—	—		◆	◆		8-18%	5-17%
29. Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1997) *	—	—		◆	◆		3-23%	3-13%
30. Has teacher victimization decreased? (1994)	16%	—		15%	—		8-26%	—
31. Have student disruptions that interfere with teaching decreased? (1991 vs. 1994)	39%	45%	↔	37%	46%	↓	23-60%	33-65%
GOAL 8 Parental Participation								
32. Has the percentage of schools with minimal parental involvement decreased, according to								
• public school teachers? (1991 vs. 1994)	22%	25%	↔	◆	◆		9-44%	13-50%
• public school principals? (1991 vs. 1994)	16%	15%	↔	◆	◆		4-22%	3-27%
33. Has the influence of parent associations on school policy increased? (1991 vs. 1994)	20%	23%	↔	◆	◆		8-37%	12-50%

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant *

◆ Indicators are not the same at the national and state levels

— Data not available

* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information

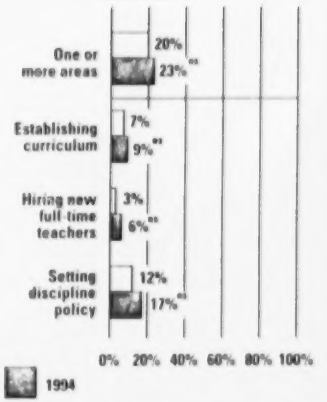
* See pages 243-244 for an explanation of statistical significance

See pages 14-17 for a Guide to Reading the State Pages

See Appendix B for technical notes and sources

Parent-School Partnerships

Percentage of public school principals who reported that the parent associations in their schools have influence[1] on the following areas of school policy (Indicator 33)



[1] On a 6 point scale from "no influence" to a "great deal of influence," defined as a response to the top two points

ns Interpret with caution. Change was not statistically significant

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WEST VIRGINIA

	West Virginia			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 1 Ready to Learn								
1 Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1996)	43%	42%	↑	37%	34%	↑	25.48%	24.45%
2 Has the percentage of fully immunized 2 year olds increased? (1994 vs. 1997)	66%	82%	↑	75%	78%	↑	61.88%	71.87%
3 Has the percentage of infants born at low birthweight decreased? (1990 vs. 1996)	7%	8%	↓	7%	7%	↔	5.15%	5.14%
4 Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1996)	73%	82%	↑	76%	82%	↑	47.87%	55.90%
5 Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1997)	43	77	↑	■	■		16.68	15.95
GOAL 2 School Completion								
6 Has the high school completion rate increased? (1990 vs. 1996)	83%	91%	↑	86%	86%	↔	77.96%	79.95%
7 Has the high school dropout rate decreased? (1995)	4%			■	■		2.11%	
GOAL 3 Student Achievement and Citizenship								
8 Has reading achievement improved in Grade 4? (1992 vs. 1994)	25%	26%	↔	29%	30%	↔	8.38%	8.41%
9 Has mathematics achievement improved								
• in Grade 4? (1992 vs. 1996)	12%	19%	↑	18%	21%	↑	5.27%	3.31%
• in Grade 8? (1990 vs. 1996)	9%	14%	↑	15%	24%	↑	1.27%	5.34%
10 Has science achievement improved in Grade 8? (1996)	21%			29%			5.41%	

KEY

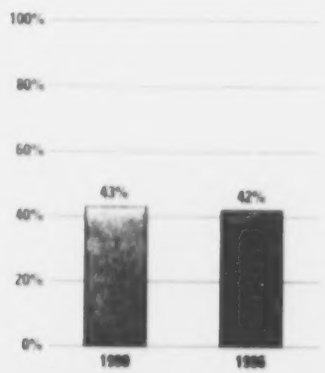
↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant *

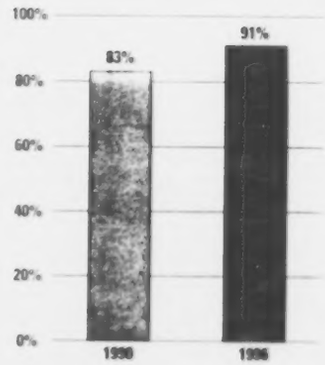
■ Comparable national data are not available.
Data not available.
1 Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
* See pages 243-244 for an explanation of statistical significance.
See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

Children's Health Index
Percentage of infants born with 1 or more of 4 health risks[1] (Indicator 1)



1 Risks are: late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



1 Does not include those still in high school.
2 Includes traditional high school diploma and alternative credential.

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WEST VIRGINIA

	West Virginia			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)								
11. Has the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1998)	21	35	↑	55	88	↑	9-177	19-235
GOAL 4 Teacher Education and Professional Development								
12. Has the percentage of public secondary school teachers who hold								
• a degree in their main teaching assignment increased? (1991 vs. 1994)	66%	60%	↔	66%	63%	↓	51-85%	50-81%
• a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)	98%	99%	↔	94%	93%	↓	91-100%	89-100%
13. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)	88%	—		85%	—		76-98%	—
14. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)	8%	—		16%	—		4-81%	—
15. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)	16%	15%	↔	22%	27%	↑	6-42%	7-48%
GOAL 5 Mathematics and Science								
16. Has the state's international standing improved in								
• Grade 8 mathematics achievement? (1996)	22 out of 40 countries would be expected to score above West Virginia			20 out of 40 countries scored above the U.S.			6-38 countries	—
• Grade 8 science achievement? (1996)	10 out of 40 countries would be expected to score above West Virginia			9 out of 40 countries scored above the U.S.			1-38 countries	—

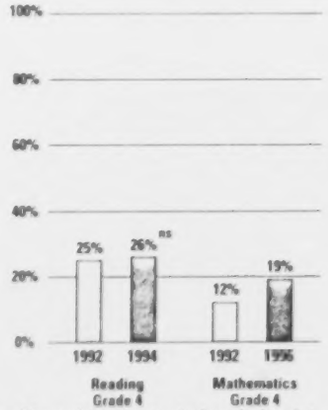
KEY

- ↑ Significantly better
- ↓ Significantly worse
- ↔ Interpret with caution. Change was not statistically significant *

— Data not available
* See pages 243-244 for an explanation of statistical significance.
See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

Student Achievement

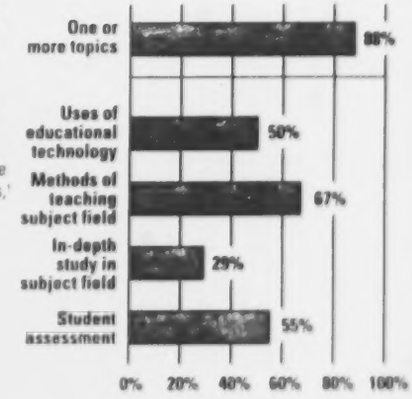
Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)



[1] A complete description of the performance standard can be found in Appendix B.
ns Interpret with caution. Change was not statistically significant.

Professional Development

Percentage of public school teachers participating in professional development programs on the following topics,[1] 1994 (Indicator 13)



[1] Since the end of the previous school year.

BEST COPY AVAILABLE

WEST VIRGINIA

	West Virginia			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 5 Mathematics and Science (continued)								
17. Has the percentage of public school 8th graders whose mathematics teachers report that they								
• have students work in small groups or with a partner increased? (1996)	53%	—		66%	—		45-92%	—
• address algebra and functions increased? (1996)	56%	—		57%	—		45-82%	—
• address reasoning and analytical ability increased? (1996)	42%	—		52%	—		39-64%	—
18. Has the percentage of public school 8th graders who have computers available in their mathematics classrooms increased? (1996)	29%	—		30%	—		7-54%	—
19. Has the percentage of degrees awarded in mathematics and science to								
• all students increased? (1991 vs. 1995)	32%	40%	↑	39%	42%	↑	25-49%	15-53%
• minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1995)	31%	29%	↓	39%	40%	↑	22-64%	22-57%
• female students increased? (1991 vs. 1995)	29%	37%	↑	35%	37%	↑	23-46%	13-47%
GOAL 6 Adult Literacy and Lifelong Learning								
20. Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)	—	—		52%	—		46-77%	—
21. Has the percentage of U.S. citizens who report that they								
• registered to vote increased? (1988 vs. 1996)	65%	65%	↔	70%	71%	↑	58-95%	61-91%
• voted increased? (1988 vs. 1996)	53%	51%	↔	61%	58%	↓	50-74%	47-69%
22. Has postsecondary enrollment increased? (1992 vs. 1996)	49%	50%	↑	◆	◆		33-68%	40-73%

KEY

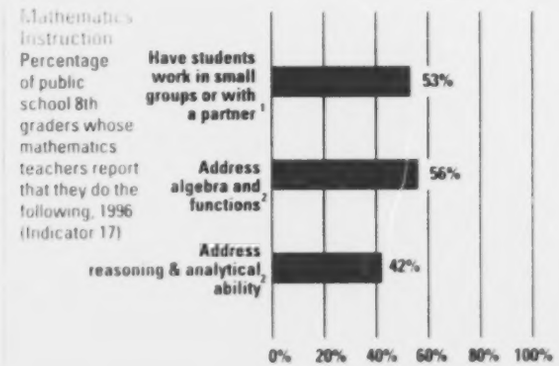
↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant *

Mathematics Instruction

Percentage of public school 8th graders whose mathematics teachers report that they do the following, 1996 (Indicator 17)



[1] At least once a week.

[2] On a 4 point scale from "none" to "a lot," defined as a response to the top point

◆ Indicators are not the same at the national and state levels. Data not available.

* See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

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WEST VIRGINIA

	West Virginia			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools								
23. Has student marijuana use decreased? (1993 vs. 1997) *	18%	29%	↓	◆	◆		7-21%	12-35%
24. Has student alcohol use (5 or more drinks in a row) decreased? (1993 vs. 1997) *	39%	39%	↔	◆	◆		9-44%	11-45%
25. Has the availability of drugs on school property decreased? (1993 vs. 1997) *	26%	34%	↓	◆	◆		11-31%	15-42%
26. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993 vs. 1997) *	8%	8%	↔	◆	◆		6-15%	5-13%
27. Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1997) *	17%	13%	↔	◆	◆		13-39%	11-34%
28. Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1997) *	14%	11%	↔	◆	◆		8-18%	5-17%
29. Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1997) *	4%	6%	↔	◆	◆		3-23%	3-13%
30. Has teacher victimization decreased? (1994)	13%	—		15%	—		8-26%	—
31. Have student disruptions that interfere with teaching decreased? (1991 vs. 1994)	32%	43%	↓	37%	46%	↓	23-60%	33-65%
GOAL 8 Parental Participation								
32. Has the percentage of schools with minimal parental involvement decreased, according to								
• public school teachers? (1991 vs. 1994)	23%	27%	↔	◆	◆		9-44%	13-50%
• public school principals? (1991 vs. 1994)	12%	12%	↔	◆	◆		4-22%	3-27%
33. Has the influence of parent associations on school policy increased? (1991 vs. 1994)	16%	17%	↔	◆	◆		8-37%	12-50%

KEY

- ↑ Significantly better
- ↓ Significantly worse
- ↔ Interpret with caution: Change was not statistically significant *

◆ Indicators are not the same at the national and state levels. Data not available.

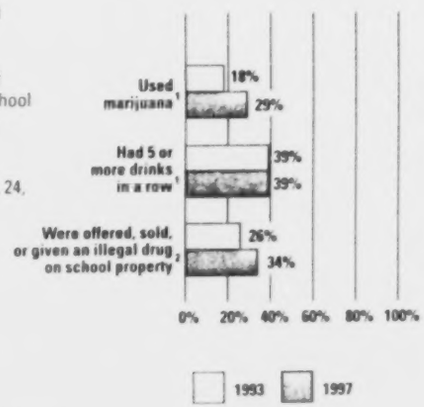
* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.

* See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

Alcohol- and Drug-free Schools

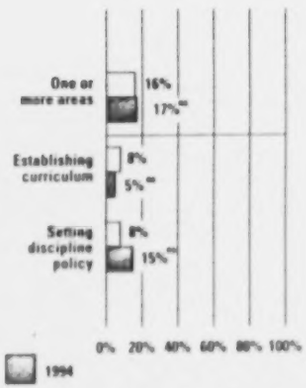
Percentage of public high school students who reported the following (Indicators 23, 24, & 25)



1 During the past 30 days.
2 During the past 12 months.

Parent School Partnerships

Percentage of public school principals who reported that the parent associations in their schools have influence[1] on the following areas of school policy (Indicator 33)



1 On a 6-point scale from "no influence" to a "great deal of influence," defined as a response to the top two points.

ns Interpret with caution: Change was not statistically significant.

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WISCONSIN

	Wisconsin			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 1 Ready to Learn								
1. Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1996)	42%	37%	↑	37%	34%	↑	25-48%	24-45%
2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)	76%	80%	↔	75%	78%	↑	61-88%	71-87%
3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1996)	6%	6%	↔	7%	7%	↔	5-15%	5-14%
4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1996)	82%	84%	↑	76%	82%	↑	47-87%	55-90%
5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1997)	49	66	↑	■	■		16-68	15-95
GOAL 2 School Completion								
6. Has the high school completion rate increased? (1990 vs. 1996)	93%	90%	↔	86%	86%	↔	77-96%	79-95%
7. Has the high school dropout rate decreased? (1992 vs. 1995)	—	—		■	■		3-12%	2-11%
GOAL 3 Student Achievement and Citizenship								
8. Has reading achievement improved in Grade 4? (1992 vs. 1994)	33%	35%	↔	29%	30%	↔	8-38%	8-41%
9. Has mathematics achievement improved								
• in Grade 4? (1992 vs. 1996)	24%	27%	↔	18%	21%	↑	5-27%	3-31%
• in Grade 8? (1990 vs. 1996)	23%	32%	↑	15%	24%	↑	1-27%	5-34%
10. Has science achievement improved in Grade 8? (1996)	39%	—		29%	—		5-41%	—

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant ❖

■ Comparable national data are not available.

— Data not available.

* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.

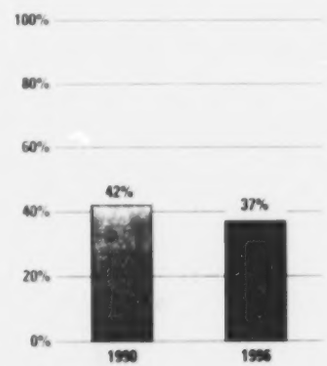
❖ See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.

Children's Health Index

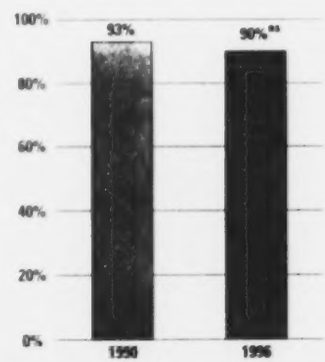
Percentage of infants born with 1 or more of 4 health risks[1] (Indicator 1)



[1] Risks are: late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion

Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.

[2] Includes traditional high school diploma and alternative credential.

ns Interpret with caution. Change was not statistically significant.

BEST COPY AVAILABLE

WISCONSIN

	Wisconsin			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)								
11. Has the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1998)	25	70	↑	55	88	↑	9-177	19-235
GOAL 4 Teacher Education and Professional Development								
12. Has the percentage of public secondary school teachers who hold								
• a degree in their main teaching assignment increased? (1991 vs. 1994)	79%	63%	↓	66%	63%	↓	51-85%	50-81%
• a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)	98%	97%	↔	94%	93%	↓	91-100%	89-100%
13. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)	84%	—		85%	—		76-98%	—
14. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)	7%	—		16%	—		4-81%	—
15. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)	12%	18%	↑	22%	27%	↑	6-42%	7-48%
GOAL 5 Mathematics and Science								
16. Has the state's international standing improved in								
• Grade 8 mathematics achievement? (1996)	6 out of 40 countries would be expected to score above Wisconsin			20 out of 40 countries scored above the U.S.			6-38 countries	—
• Grade 8 science achievement? (1996)	1 out of 40 countries would be expected to score above Wisconsin			9 out of 40 countries scored above the U.S.			1-38 countries	—

KEY

- ↑ Significantly better
- ↓ Significantly worse
- ↔ Interpret with caution. Change was not statistically significant *

— Data not available.

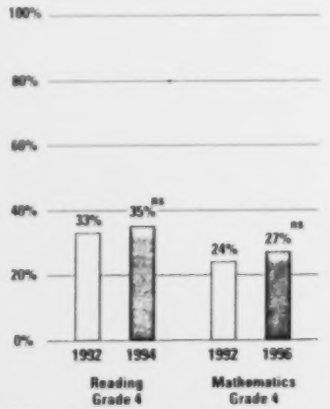
* See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)

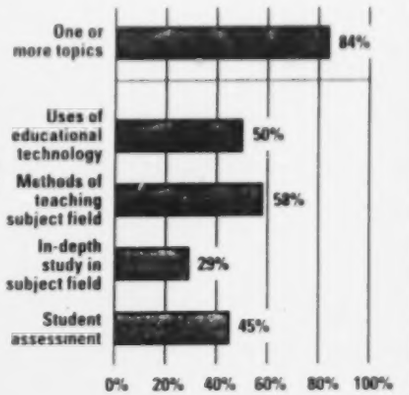


[1] A complete description of the performance standard can be found in Appendix B.

ns Interpret with caution. Change was not statistically significant.

Professional Development

Percentage of public school teachers participating in professional development programs on the following topics,[1] 1994 (Indicator 13)



[1] Since the end of the previous school year.

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WISCONSIN

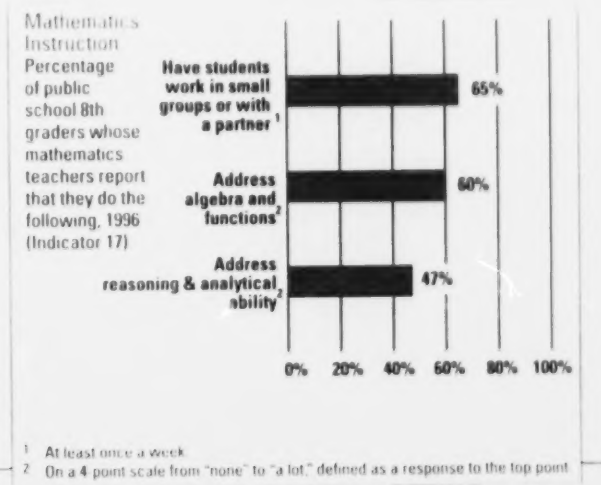
	Wisconsin			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 5 Mathematics and Science (continued)								
17 Has the percentage of public school 8th graders whose mathematics teachers report that they								
• have students work in small groups or with a partner increased? (1996)	65%	—		66%	—		45-92%	—
• address algebra and functions increased? (1996)	60%	—		57%	—		45-82%	—
• address reasoning and analytical ability increased? (1996)	47%	—		52%	—		39-64%	—
18 Has the percentage of public school 8th graders who have computers available in their mathematics classrooms increased? (1996)	25%	—		30%	—		7-54%	—
19 Has the percentage of degrees awarded in mathematics and science to								
• all students increased? (1991 vs. 1995)	41%	43%	↑	39%	42%	↑	25-49%	15-53%
• minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1995)	39%	37%	↓	39%	40%	↑	22-64%	22-57%
• female students increased? (1991 vs. 1995)	36%	37%	↑	35%	37%	↑	23-46%	13-47%
GOAL 6 Adult Literacy and Lifelong Learning								
20 Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)	—	—		52%	—		46-77%	—
21 Has the percentage of U.S. citizens who report that they								
• registered to vote increased? (1988 vs. 1996)	86%	81%	↔	70%	71%	↑	58-95%	61-91%
• voted increased? (1988 vs. 1996)	71%	65%	↔	61%	58%	↓	50-74%	47-69%
22 Has postsecondary enrollment increased? (1992 vs. 1996)	62%	58%	↓	◆	◆		33-68%	40-73%

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant ❖



◆ Indicators are not the same at the national and state levels
— Data not available
❖ See pages 243-244 for an explanation of statistical significance
See pages 14-17 for a Guide to Reading the State Pages
See Appendix B for technical notes and sources

[1] At least once a week
[2] On a 4-point scale from "none" to "a lot," defined as a response to the top point

BEST COPY AVAILABLE

WISCONSIN

	Wisconsin			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools								
23. Has student marijuana use decreased? (1993 vs. 1997) *	11%	21%	↓	◆	◆		7-21%	12-35%
24. Has student alcohol use (5 or more drinks in a row) decreased? (1993 vs. 1997) *	29%	31%	↔	◆	◆		9-44%	11-45%
25. Has the availability of drugs on school property decreased? (1993 vs. 1997) *	20%	28%	↓	◆	◆		11-31%	15-42%
26. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993 vs. 1997) *	8%	8%	↔	◆	◆		6-15%	5-13%
27. Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1997) *	16%	14%	↔	◆	◆		13-39%	11-34%
28. Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1997) *	9%	5%	↑	◆	◆		8-18%	5-17%
29. Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1997) *	6%	3%	↔	◆	◆		3-23%	3-13%
30. Has teacher victimization decreased? (1994)	15%	—		15%	—		8-26%	—
31. Have student disruptions that interfere with teaching decreased? (1991 vs. 1994)	41%	51%	↓	37%	46%	↓	23-60%	33-65%
GOAL 8 Parental Participation								
32. Has the percentage of schools with minimal parental involvement decreased, according to								
• public school teachers? (1991 vs. 1994)	19%	21%	↔	◆	◆		9-44%	13-50%
• public school principals? (1991 vs. 1994)	9%	9%	↔	◆	◆		4-22%	3-27%
33. Has the influence of parent associations on school policy increased? (1991 vs. 1994)	11%	21%	↑	◆	◆		8-37%	12-50%

KEY

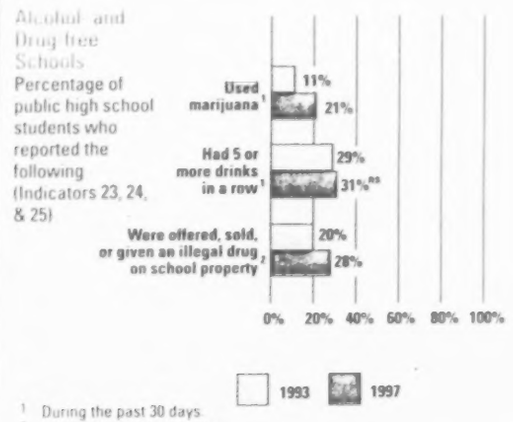
↑ Significantly better

↓ Significantly worse

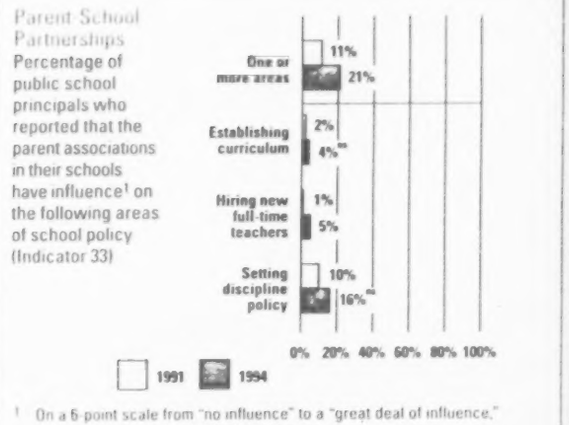
↔ Interpret with caution. Change was not statistically significant *

◆ Indicators are not the same at the national and state levels.
— Data not available.
* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
* See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.



1 During the past 30 days.
2 During the past 12 months.
ns Interpret with caution. Change was not statistically significant.



1 On a 6-point scale from "no influence" to a "great deal of influence," defined as a response to the top two points.
ns Interpret with caution. Change was not statistically significant.

BEST COPY AVAILABLE

WYOMING

	Wyoming			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 1 Ready to Learn								
1 Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1996)	41%	40%	↔	37%	34%	↑	25.48%	24.45%
2 Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)	78%	74%	↔	75%	78%	↑	61.88%	71.87%
3 Has the percentage of infants born at low birthweight decreased? (1990 vs. 1996)	7%	8%	↓	7%	7%	↔	5.15%	5.14%
4 Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1996)	81%	82%	↑	76%	82%	↑	47.87%	55.90%
5 Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1997)	54	78	↑	■	■		16.68	15.95
GOAL 2 School Completion								
6 Has the high school completion rate increased? (1990 vs. 1996)	91%	89%	↔	86%	86%	↔	77.96%	79.95%
7 Has the high school dropout rate decreased? (1995)	7%	—		■	■		2.11%	—
GOAL 3 Student Achievement and Citizenship								
8 Has reading achievement improved in Grade 4? (1992 vs. 1994)	33%	32%	↔	29%	30%	↔	8.38%	8.41%
9 Has mathematics achievement improved								
• in Grade 4? (1992 vs. 1996)	19%	19%	↔	18%	21%	↑	5.27%	3.31%
• in Grade 8? (1990 vs. 1996)	19%	22%	↑	15%	24%	↑	1.27%	5.34%
10 Has science achievement improved in Grade 8? (1996)	34%	—		29%	—		5.41%	—

KEY

↑ Significantly better

↓ Significantly worse *

↔ Interpret with caution: Change was not statistically significant *

■ Comparable national data are not available

— Data not available

* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.

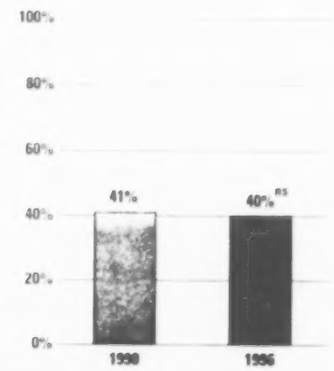
* See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.

Children's Health Risks

Percentage of infants born with 1 or more of 4 health risks[1] (Indicator 1)

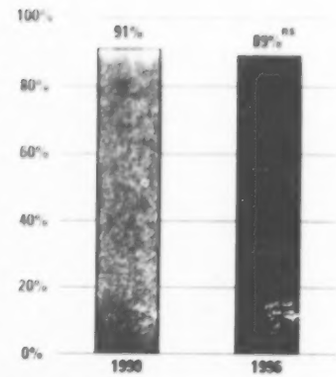


1 Risks are: late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

ns Interpret with caution: Change was not statistically significant.

High School Completion

Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



1 Does not include those still in high school.

2 Includes traditional high school diploma and alternative credential.

ns Interpret with caution: Change was not statistically significant.

BEST COPY AVAILABLE

WYOMING

	Wyoming			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)								
11. Has the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1998)	20	19	↓	55	88	↑	9-177	19-235
GOAL 4 Teacher Education and Professional Development								
12. Has the percentage of public secondary school teachers who hold								
• a degree in their main teaching assignment increased? (1991 vs. 1994)	69%	72%	↔	66%	63%	↓	51-85%	50-81%
• a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)	99%	99%	↔	94%	93%	↓	91-100%	89-100%
13. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)	85%	—		85%	—		76-98%	—
14. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)	13%	—		16%	—		4-81%	—
15. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)	13%	15%	↔	22%	27%	↑	6-42%	7-48%
GOAL 5 Mathematics and Science								
16. Has the state's international standing improved in								
• Grade 8 mathematics achievement? (1996)	15 out of 40 countries would be expected to score above Wyoming			20 out of 40 countries scored above the U.S.			6-38 countries	—
• Grade 8 science achievement? (1996)	1 out of 40 countries would be expected to score above Wyoming			9 out of 40 countries scored above the U.S.			1-38 countries	—

KEY

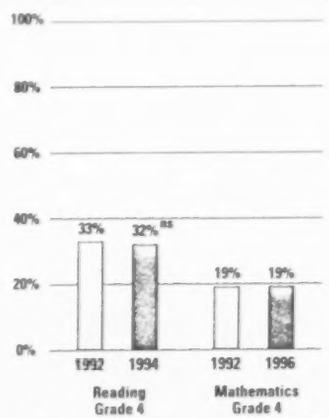
- ↑ Significantly better
- ↓ Significantly worse
- ↔ Interpret with caution. Change was not statistically significant *

— Data not available.

* See pages 243-244 for an explanation of statistical significance.
See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)

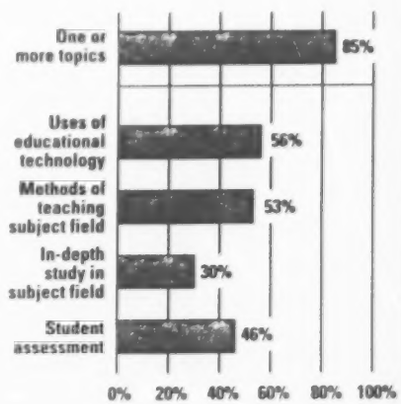


[1] A complete description of the performance standard can be found in Appendix B.

ns Interpret with caution. Change was not statistically significant.

Professional Development

Percentage of public school teachers participating in professional development programs on the following topics[1] 1994 (Indicator 13)



[1] Since the end of the previous school year.

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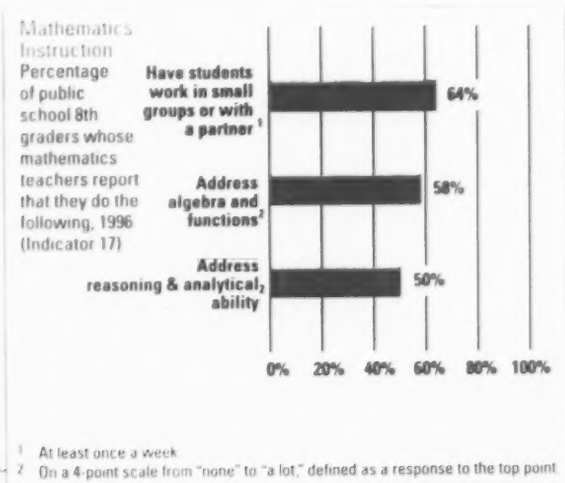
WYOMING

	Wyoming			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 5 Mathematics and Science (continued)								
7. Has the percentage of public school 8th graders whose mathematics teachers report that they								
• have students work in small groups or with a partner increased? (1996)	64%	—		66%	—		45-92%	—
• address algebra and functions increased? (1996)	58%	—		57%	—		45-82%	—
• address reasoning and analytical ability increased? (1996)	50%	—		52%	—		39-64%	—
8. Has the percentage of public school 8th graders who have computers available in their mathematics classrooms increased? (1996)	41%	—		30%	—		7-54%	—
9. Has the percentage of degrees awarded in mathematics and science to								
• all students increased? (1991 vs. 1995)	40%	45%	↑	39%	42%	↑	25-49%	15-53%
• minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1995)	43%	40%	↓	39%	40%	↑	22-64%	22-57%
• female students increased? (1991 vs. 1995)	35%	38%	↑	35%	37%	↑	23-46%	13-47%
GOAL 6 Adult Literacy and Lifelong Learning								
10. Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)	—	—		52%	—		46-77%	—
11. Has the percentage of U.S. citizens who report that they								
• registered to vote increased? (1988 vs. 1996)	68%	72%	↔	70%	71%	↑	58-95%	61-91%
• voted increased? (1988 vs. 1996)	62%	67%	↔	61%	58%	↓	50-74%	47-69%
12. Has postsecondary enrollment increased? (1992 vs. 1996)	47%	53%	↑	◆	◆		33-68%	40-73%

KEY

- ↑ Significantly better
- ↓ Significantly worse
- ↔ Interpret with caution. Change was not statistically significant *



1 At least once a week
2 On a 4-point scale from "none" to "a lot," defined as a response to the top point

• Indicators are not the same at the national and state levels
◆ Data not available
* See pages 243-244 for an explanation of statistical significance
See pages 14-17 for a Guide to Reading the State Pages
See Appendix B for technical notes and sources

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WYOMING

	Wyoming			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools								
23. Has student marijuana use decreased? (1995 vs. 1997) *	22%	23%	↔	◆	◆		7-32%	12-35%
24. Has student alcohol use (5 or more drinks in a row) decreased? (1995 vs. 1997) *	39%	41%	↔	◆	◆		13-43%	11-45%
25. Has the availability of drugs on school property decreased? (1995 vs. 1997) *	24%	32%	↓	◆	◆		20-46%	15-42%
26. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1995 vs. 1997) *	7%	7%	↔	◆	◆		4-11%	5-13%
27. Has the percentage of students involved in physical fights on school property decreased? (1995 vs. 1997) *	17%	14%	↔	◆	◆		12-19%	11-34%
28. Has the percentage of students carrying weapons on school property decreased? (1995 vs. 1997) *	14%	13%	↔	◆	◆		7-14%	5-17%
29. Has the percentage of students who do not feel safe at school decreased? (1995 vs. 1997) *	3%	4%	↔	◆	◆		3-16%	3-13%
30. Has teacher victimization decreased? (1994)	11%	—		15%	—		8-26%	—
31. Have student disruptions that interfere with teaching decreased? (1991 vs. 1994)	28%	39%	↓	37%	46%	↓	23-60%	33-65%
GOAL 8 Parental Participation								
32. Has the percentage of schools with minimal parental involvement decreased, according to								
• public school teachers? (1991 vs. 1994)	15%	17%	↔	◆	◆		9-44%	13-50%
• public school principals? (1991 vs. 1994)	7%	10%	↔	◆	◆		4-22%	3-27%
33. Has the influence of parent associations on school policy increased? (1991 vs. 1994)	16%	19%	↔	◆	◆		8-37%	12-50%

KEY

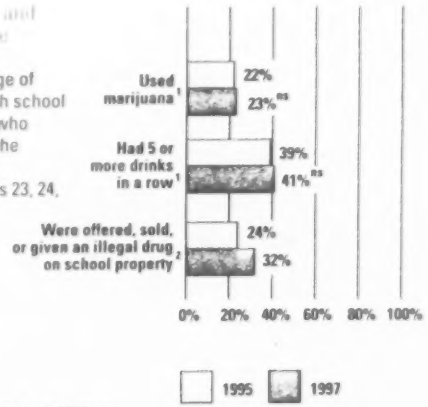
- ↑ Significantly better
- ↓ Significantly worse
- ↔ Interpret with caution. Change was not statistically significant. ❖

◆ Indicators are not the same at the national and state levels. Data not available.
* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
❖ See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

Alcohol and Drug-free Schools

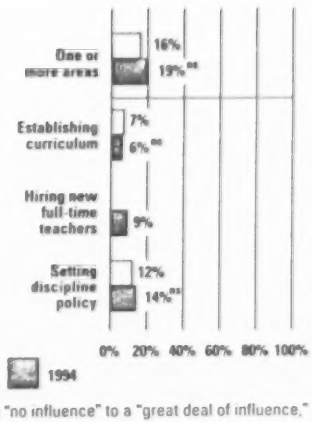
Percentage of public high school students who reported the following (Indicators 23, 24, & 25)



1 During the past 30 days.
2 During the past 12 months.
ns Interpret with caution. Change was not statistically significant.

Parent School Partnerships

Percentage of public school principals who reported that the parent associations in their schools have influence[1] on the following areas of school policy (Indicator 33)



1 On a 6-point scale from "no influence" to a "great deal of influence," defined as a response to the top two points.
ns Interpret with caution. Change was not statistically significant.

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AMERICAN SAMOA

	American Samoa			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 1 Ready to Learn								
1. Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1996) *	—	—		37%	34%	↑	25-48%	24-45%
2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)	—	—		75%	78%	↑	61-88%	71-87%
3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1996)	—	—		7%	7%	↔	5-15%	5-14%
4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1996)	—	—		76%	82%	↑	47-87%	55-90%
5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1997)	—	—		■	■		16-68	15-95
GOAL 2 School Completion								
6. Has the high school completion rate increased? (1990 vs. 1996)	—	—		86%	86%	↔	77-96%	79-95%
7. Has the high school dropout rate decreased? (1992 vs. 1995) *	—	—		■	■		3-12%	2-11%
GOAL 3 Student Achievement and Citizenship								
8. Has reading achievement improved in Grade 4? (1992 vs. 1994)	—	—		29%	30%	↔	8-38%	8-41%
9. Has mathematics achievement improved								
• in Grade 4? (1992 vs. 1996)	—	—		18%	21%	↑	5-27%	3-31%
• in Grade 8? (1990 vs. 1996) *	—	—		15%	24%	↑	1-27%	5-34%
10. Has science achievement improved in Grade 8? (1996)	—	—		29%	—		5-41%	—

KEY

- ↑ Significantly better
- ↓ Significantly worse
- ↔ Interpret with caution. Change was not statistically significant. ◆

■ Comparable national data are not available.
— Data not available.
* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
◆ See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

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AMERICAN SAMOA

	American Samoa			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)								
11. Has the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1998)	—	—		55	88	↑	9-177	19-235
GOAL 4 Teacher Education and Professional Development								
12. Has the percentage of public secondary school teachers who hold								
• a degree in their main teaching assignment increased? (1991 vs. 1994)	—	—		66%	63%	↓	51-85%	50-81%
• a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)	—	—		94%	93%	↓	91-100%	89-100%
13. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)	—	—		85%	—		76-98%	—
14. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)	—	—		16%	—		4-81%	—
15. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)	—	—		22%	27%	↑	6-42%	7-48%
GOAL 5 Mathematics and Science								
16. Has the state's international standing improved in								
• Grade 8 mathematics achievement? (1996)	—	—		20 out of 40 countries scored above the U.S.			6-38 countries	—
• Grade 8 science achievement? (1996)	—	—		9 out of 40 countries scored above the U.S.			1-38 countries	—

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant.*

— Data not available.

* See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

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AMERICAN SAMOA

	American Samoa			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 5 Mathematics and Science (continued)								
17. Has the percentage of public school 8th graders whose mathematics teachers report that they								
• have students work in small groups or with a partner increased? (1996)	—	—		66%	—		45-92%	—
• address algebra and functions increased? (1996)	—	—		57%	—		45-82%	—
• address reasoning and analytical ability increased? (1996)	—	—		52%	—		39-64%	—
18. Has the percentage of public school 8th graders who have computers available in their mathematics classrooms increased? (1996)	—	—		30%	—		7-54%	—
19. Has the percentage of degrees awarded in mathematics and science to								
• all students increased? (1991 vs. 1995)	—	—		39%	42%	↑	25-49%	15-53%
• minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1995)	—	—		39%	40%	↑	22-64%	22-57%
• female students increased? (1991 vs. 1995)	—	—		35%	37%	↑	23-46%	13-47%
GOAL 6 Adult Literacy and Lifelong Learning								
20. Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)	—	—		52%	—		46-77%	—
21. Has the percentage of U.S. citizens who report that they								
• registered to vote increased? (1988 vs. 1996)	—	—		70%	71%	↑	58-95%	61-91%
• voted increased? (1988 vs. 1996)	—	—		61%	58%	↓	50-74%	47-69%
22. Has postsecondary enrollment increased? (1992 vs. 1996)	—	—		◆	◆		33-68%	40-73%

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant ◆

• Indicators are not the same at the national and state levels
— Data not available
◆ See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

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AMERICAN SAMOA

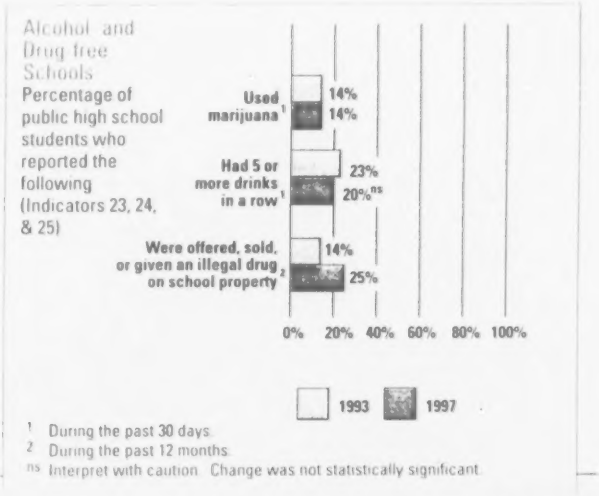
	American Samoa			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools								
23. Has student marijuana use decreased? (1993 vs. 1997) *	14%	14%	↔	◆	◆		7-21%	12-35%
24. Has student alcohol use (5 or more drinks in a row) decreased? (1993 vs. 1997) *	23%	20%	↔	◆	◆		9-44%	11-45%
25. Has the availability of drugs on school property decreased? (1993 vs. 1997) *	14%	25%	↓	◆	◆		11-31%	15-42%
26. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993 vs. 1997) *	15%	9%	↑	◆	◆		6-15%	5-13%
27. Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1997) *	39%	34%	↔	◆	◆		13-39%	11-34%
28. Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1997) *	14%	9%	↑	◆	◆		8-18%	5-17%
29. Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1997) *	23%	12%	↑	◆	◆		3-23%	3-13%
30. Has teacher victimization decreased? (1994)	—	—		15%	—		8-26%	—
31. Have student disruptions that interfere with teaching decreased? (1991 vs. 1994)	—	—		37%	46%	↓	23-60%	33-65%
GOAL 8 Parental Participation								
32. Has the percentage of schools with minimal parental involvement decreased, according to								
• public school teachers? (1991 vs. 1994)	—	—		◆	◆		9-44%	13-50%
• public school principals? (1991 vs. 1994)	—	—		◆	◆		4-22%	3-27%
33. Has the influence of parent associations on school policy increased? (1991 vs. 1994)	—	—		◆	◆		8-37%	12-50%

KEY

- ↑ Significantly better
- ↓ Significantly worse
- ↔ Interpret with caution. Change was not statistically significant ❖

◆ Indicators are not the same at the national and state levels.
— Data not available.
* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
❖ See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.


Alcohol and Drug-free Schools
Percentage of public high school students who reported the following (Indicators 23, 24, & 25)
Used marijuana 1
14%
14%
Had 5 or more drinks in a row 1
23%
20% ns
Were offered, sold, or given an illegal drug on school property 2
14%
25%
0% 20% 40% 60% 80% 100%
1993
1997

1 During the past 30 days.
2 During the past 12 months.
ns Interpret with caution. Change was not statistically significant.

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GUAM

	Guam			U.S.			Range of State Scores	
	[redacted]	[redacted]	progress?	baseline	update	progress?	baseline	update
GOAL 1 Ready to Learn								
1. Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1996)	35%	32%	↑	37%	34%	↑	25.48%	24.45%
2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)	—	—		75%	78%	↑	61.88%	71.87%
3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1996)	7%	7%	↔	7%	7%	↔	5.15%	5.14%
4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1996)	67%	67%	↔	76%	82%	↑	47.87%	55.90%
5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1997)	—	—		■	■		16.68	15.95
GOAL 2 School Completion								
6. Has the high school completion rate increased? (1990 vs. 1996)	—	—		86%	86%	↔	77.96%	79.95%
7. Has the high school dropout rate decreased? (1992 vs. 1995)	—	—		■	■		3.12%	2.11%
GOAL 3 Student Achievement and Citizenship								
8. Has reading achievement improved in Grade 4? (1992 vs. 1994)	8%	8%	↔	29%	30%	↔	8.38%	8.41%
9. Has mathematics achievement improved								
• in Grade 4? (1992 vs. 1996)	5%	3%	↔	18%	21%	↑	5.27%	3.31%
• in Grade 8? (1990 vs. 1996)	4%	6%	↔	15%	24%	↑	1.27%	5.34%
10. Has science achievement improved in Grade 8? (1996)	7%	—		29%			5.41%	

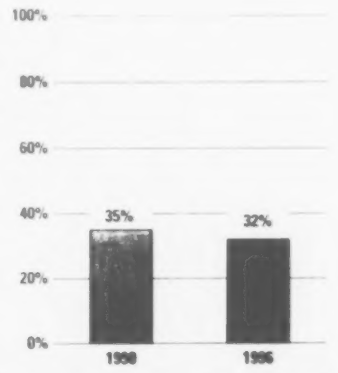
KEY

- ↑ Significantly better
- ↓ Significantly worse
- ↔ Interpret with caution. Change was not statistically significant ◆

■ Comparable national data are not available.
— Data not available.
* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
◆ See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

Children's Health Index
Percentage of infants born with 1 or more of 4 health risks[1] (Indicator 1)



[1] Risks are: late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

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GUAM

	Guam			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)								
11. Has the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1998)	—	—		55	88	↑	9-177	19-235
GOAL 4 Teacher Education and Professional Development								
12. Has the percentage of public secondary school teachers who hold								
• a degree in their main teaching assignment increased? (1991 vs. 1994)	—	—		66%	63%	↓	51-85%	50-81%
• a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)	—	—		94%	93%	↓	91-100%	89-100%
13. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)	—	—		85%	—		76-98%	—
14. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)	—	—		16%	—		4-81%	—
15. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)	—	—		22%	27%	↑	6-42%	7-48%
GOAL 5 Mathematics and Science								
16. Has the state's international standing improved in								
• Grade 8 mathematics achievement? (1996)	37 out of 40 countries would be expected to score above Guam			20 out of 40 countries scored above the U.S.			6-38 countries	—
• Grade 8 science achievement? (1996)	37 out of 40 countries would be expected to score above Guam			9 out of 40 countries scored above the U.S.			1-38 countries	—

KEY

↑ Significantly better

↓ Significantly worse

→← Interpret with caution. Change was not statistically significant ns

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)

— Data not available.

◆ See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.

1. A complete description of the performance standard can be found in Appendix B.

ns Interpret with caution. Change was not statistically significant.

BEST COPY AVAILABLE

	Guam			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 5 Mathematics and Science (continued)								
17 Has the percentage of public school 8th graders whose mathematics teachers report that they								
• have students work in small groups or with a partner increased? (1996)	81%	—		66%	—		45-92%	—
• address algebra and functions increased? (1996)	82%	—		57%	—		45-82%	—
• address reasoning and analytical ability increased? (1996)	55%	—		52%	—		39-64%	—
18 Has the percentage of public school 8th graders who have computers available in their mathematics classrooms increased? (1996)	8%	—		30%	—		7-54%	—
19 Has the percentage of degrees awarded in mathematics and science to								
• all students increased? (1991 vs. 1995)	26%	15%	↓	39%	42%	↑	25-49%	15-53%
• minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1995)	—	—		39%	40%	↑	22-64%	22-57%
• female students increased? (1991 vs. 1995)	24%	13%	↓	35%	37%	↑	23-46%	13-47%
GOAL 6 Adult Literacy and Lifelong Learning								
20 Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)	—	—		52%	—		46-77%	—
21 Has the percentage of U.S. citizens who report that they								
• registered to vote increased? (1988 vs. 1996)	—	—		70%	71%	↑	58-95%	61-91%
• voted increased? (1988 vs. 1996)	—	—		61%	58%	↓	50-74%	47-69%
22 Has postsecondary enrollment increased? (1992 vs. 1996)	—	—		◆	◆		33-68%	40-73%

KEY

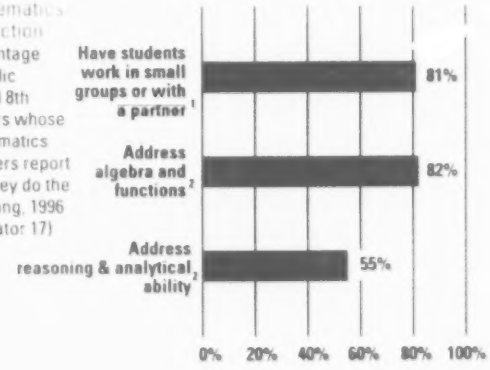
↑ Significantly better

↓ Significantly worse

←→ Interpret with caution. Change was not statistically significant *

Mathematics Instruction

Percentage of public school 8th graders whose mathematics teachers report that they do the following, 1996 (Indicator 17)



◆ Indicators are not the same at the national and state levels
— Data not available
* See pages 243-244 for an explanation of statistical significance
See pages 14-17 for a Guide to Reading the State Pages
See Appendix B for technical notes and sources

1 At least once a week
2 On a 4-point scale from "none" to "a lot," defined as a response to the top point

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GUAM

	Guam			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools								
23. Has student marijuana use decreased? (1995 vs. 1997) *	19%	28%	↔	◆	◆		7-32%	12-35%
24. Has student alcohol use (5 or more drinks in a row) decreased? (1995 vs. 1997) *	15%	23%	↔	◆	◆		13-43%	11-45%
25. Has the availability of drugs on school property decreased? (1995 vs. 1997) *	46%	40%	↔	◆	◆		20-46%	15-42%
26. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1995 vs. 1997) *	9%	9%	↔	◆	◆		4-11%	5-13%
27. Has the percentage of students involved in physical fights on school property decreased? (1995 vs. 1997) *	16%	19%	↔	◆	◆		12-19%	11-34%
28. Has the percentage of students carrying weapons on school property decreased? (1995 vs. 1997) *	7%	6%	↔	◆	◆		7-14%	5-17%
29. Has the percentage of students who do not feel safe at school decreased? (1995 vs. 1997) *	11%	13%	↔	◆	◆		3-16%	3-13%
30. Has teacher victimization decreased? (1994)	—	—		15%	—		8-26%	—
31. Have student disruptions that interfere with teaching decreased? (1991 vs. 1994)	—	—		37%	46%	↓	23-60%	33-65%
GOAL 8 Parental Participation								
32. Has the percentage of schools with minimal parental involvement decreased, according to								
• public school teachers? (1991 vs. 1994)	—	—		◆	◆		9-44%	13-50%
• public school principals? (1991 vs. 1994)	—	—		◆	◆		4-22%	3-27%
33. Has the influence of parent associations on school policy increased? (1991 vs. 1994)	—	—		◆	◆		8-37%	12-50%

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant ❖

◆ Indicators are not the same at the national and state levels

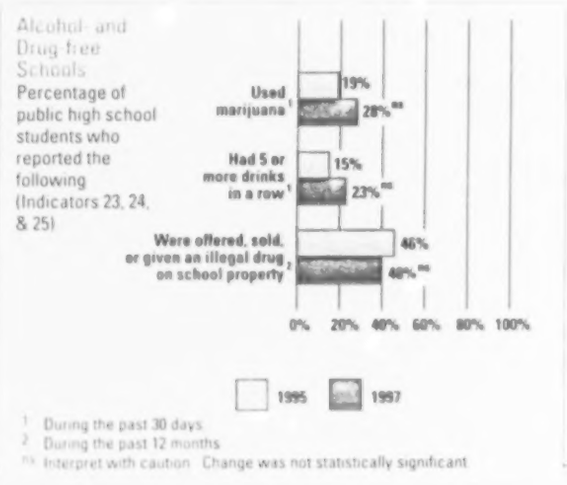
— Data not available

* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.

❖ See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.


Alcohol- and Drug-free Schools
Percentage of public high school students who reported the following (Indicators 23, 24, & 25)
Used marijuana 1
19%
28% ns
Had 5 or more drinks in a row 1
15%
23% ns
Were offered, sold, or given an illegal drug on school property 2
46%
40% ns
0% 20% 40% 60% 80% 100%
1995
1997

1 During the past 30 days.

2 During the past 12 months.

ns Interpret with caution. Change was not statistically significant.

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NORTHERN MARIANAS

	Northern Marianas			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 1 Ready to Learn								
1. Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1996)*	—	—		37%	34%	↑	25.48%	24.45%
2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)	—	—		75%	78%	↑	61.88%	71.87%
3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1996)	—	—		7%	7%	↔	5.15%	5.14%
4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1996)	—	—		76%	82%	↑	47.87%	55.90%
5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1997)	—	—		■	■		16.68	15.95
GOAL 2 School Completion								
6. Has the high school completion rate increased? (1990 vs. 1996)	—	—		86%	86%	↔	77.96%	79.95%
7. Has the high school dropout rate decreased? (1992 vs. 1995)*	—	—		■	■		3.12%	2.11%
GOAL 3 Student Achievement and Citizenship								
8. Has reading achievement improved in Grade 4? (1992 vs. 1994)	—	—		29%	30%	↔	8.38%	8.41%
9. Has mathematics achievement improved								
• in Grade 4? (1992 vs. 1996)*	—	—		18%	21%	↑	5.27%	3.31%
• in Grade 8? (1990 vs. 1996)*	—	—		15%	24%	↑	1.27%	5.34%
10. Has science achievement improved in Grade 8? (1996)	—	—		29%	—		5.41%	—

KEY

- ↑ Significantly better
- ↓ Significantly worse
- ↔ Interpret with caution. Change was not statistically significant ❖

■ Comparable national data are not available.
— Data not available.
* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
❖ See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

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NORTHERN MARIANAS

	Northern Marianas			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)								
11. Has the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1998)	—	—		55	88	↑	9-177	19-235
GOAL 4 Teacher Education and Professional Development								
12. Has the percentage of public secondary school teachers who hold								
• a degree in their main teaching assignment increased? (1991 vs. 1994)	—	—		66%	63%	↓	51-85%	50-81%
• a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)	—	—		94%	93%	↓	91-100%	89-100%
13. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)	—	—		85%	—		76-98%	—
14. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)	—	—		16%	—		4-81%	—
15. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)	—	—		22%	27%	↑	6-42%	7-48%
GOAL 5 Mathematics and Science								
16. Has the state's international standing improved in								
• Grade 8 mathematics achievement? (1996)	—	—		20 out of 40 countries scored above the U.S.			6-38 countries	—
• Grade 8 science achievement? (1996)	—	—		9 out of 40 countries scored above the U.S.			1-38 countries	—

KEY

↑ Significantly better

↓ Significantly worse

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— Data not available

* See pages 243-244 for an explanation of statistical significance.

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NORTHERN MARIANAS

	Northern Marianas			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 5 Mathematics and Science (continued)								
17 Has the percentage of public school 8th graders whose mathematics teachers report that they								
• have students work in small groups or with a partner increased? (1996)	—	—		66%	—		45-92%	—
• address algebra and functions increased? (1996)	—	—		57%	—		45-82%	—
• address reasoning and analytical ability increased? (1996)	—	—		52%	—		39-64%	—
18 Has the percentage of public school 8th graders who have computers available in their mathematics classrooms increased? (1996)	—	—		30%	—		7-54%	—
19 Has the percentage of degrees awarded in mathematics and science to								
• all students increased? (1991 vs. 1995)	—	—		39%	42%	↑	25-49%	15-53%
• minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1995)	—	—		39%	40%	↑	22-64%	22-57%
• female students increased? (1991 vs. 1995)	—	—		35%	37%	↑	23-46%	13-47%
GOAL 6 Adult Literacy and Lifelong Learning								
20 Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)	—	—		52%	—		46-77%	—
21 Has the percentage of U.S. citizens who report that they								
• registered to vote increased? (1988 vs. 1996)	—	—		70%	71%	↑	58-95%	61-91%
• voted increased? (1988 vs. 1996)	—	—		61%	58%	↓	50-74%	47-69%
22 Has postsecondary enrollment increased? (1992 vs. 1996)	—	—		◆	◆		33-68%	40-73%

KEY

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NORTHERN MARIANAS

	Northern Marianas			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools								
23. Has student marijuana use decreased? (1991 vs. 1997) *	—	—		◆	◆		4-18%	12-35%
24. Has student alcohol use (5 or more drinks in a row) decreased? (1991 vs. 1997) *	—	—		◆	◆		17-43%	11-45%
25. Has the availability of drugs on school property decreased? (1993 vs. 1997) *	—	—		◆	◆		11-31%	15-42%
26. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993 vs. 1997) *	—	—		◆	◆		6-15%	5-13%
27. Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1997) *	—	—		◆	◆		13-39%	11-34%
28. Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1997) *	—	—		◆	◆		8-18%	5-17%
29. Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1997) *	—	—		◆	◆		3-23%	3-13%
30. Has teacher victimization decreased? (1994)	—	—		15%	—		8-26%	—
31. Have student disruptions that interfere with teaching decreased? (1991 vs. 1994)	—	—		37%	46%	↓	23-60%	33-65%
GOAL 8 Parental Participation								
32. Has the percentage of schools with minimal parental involvement decreased, according to								
• public school teachers? (1991 vs. 1994)	—	—		◆	◆		9-44%	13-50%
• public school principals? (1991 vs. 1994)	—	—		◆	◆		4-22%	3-27%
33. Has the influence of parent associations on school policy increased? (1991 vs. 1994)	—	—		◆	◆		8-37%	12-50%

KEY

↑ Significantly better

↓ Significantly worse

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◆ Indicators are not the same at the national and state levels.

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PUERTO RICO

	Puerto Rico			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 1 Ready to Learn								
1. Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1996)	48%	45%	↑	37%	34%	↑	25.48%	24.45%
2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)	—	—		75%	78%	↑	61.88%	71.87%
3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1996)	9%	10%	↓	7%	7%	↔	5.15%	5.14%
4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1996)	71%	77%	↑	76%	82%	↑	47.87%	55.90%
5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1997)	—	—		■	■		16.68	15.95
GOAL 2 School Completion								
6. Has the high school completion rate increased? (1990 vs. 1996)	—	—		86%	86%	↔	77.96%	79.95%
7. Has the high school dropout rate decreased? (1995)	2%	—		■	■		2.11%	—
GOAL 3 Student Achievement and Citizenship								
8. Has reading achievement improved in Grade 4? (1992 vs. 1994)	—	—		29%	30%	↔	8.38%	8.41%
9. Has mathematics achievement improved								
• in Grade 4? (1992 vs. 1996)	—	—		18%	21%	↑	5.27%	3.31%
• in Grade 8? (1990 vs. 1996)	—	—		15%	24%	↑	1.27%	5.34%
10. Has science achievement improved in Grade 8? (1996)	—	—		29%			5.41%	—

KEY

- ↑ Significantly better
- ↓ Significantly worse
- ↔ Interpret with caution. Change was not statistically significant ❖

■ Comparable national data are not available.
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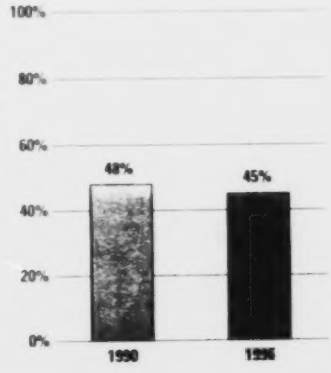
Children's Health Index
Percentage of infants born with 1 or more of 4 health risks[1] (Indicator 1)



[1] Risks are: late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

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PUERTO RICO

	Puerto Rico			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)								
11. Has the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1998)	—	—		55	88	↑	9-177	19-235
GOAL 4 Teacher Education and Professional Development								
12. Has the percentage of public secondary school teachers who hold								
• a degree in their main teaching assignment increased? (1991 vs. 1994)	—	—		66%	63%	↓	51-85%	50-81%
• a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)	—	—		94%	93%	↓	91-100%	89-100%
13. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)	—	—		85%	—		76-98%	—
14. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)	—	—		16%	—		4-81%	—
15. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)	—	—		22%	27%	↑	6-42%	7-48%
GOAL 5 Mathematics and Science								
16. Has the state's international standing improved in								
• Grade 8 mathematics achievement? (1996)	—	—		20 out of 40 countries scored above the U.S.			6-38 countries	—
• Grade 8 science achievement? (1996)	—	—		9 out of 40 countries scored above the U.S.			1-38 countries	—

KEY

↑ Significantly better

↓ Significantly worse

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— Data not available

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PUERTO RICO

	Puerto Rico			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 5 Mathematics and Science (continued)								
17. Has the percentage of public school 8th graders whose mathematics teachers report that they								
• have students work in small groups or with a partner increased? (1996)	—	—		66%	—		45-92%	—
• address algebra and functions increased? (1996)	—	—		57%	—		45-82%	—
• address reasoning and analytical ability increased? (1996)	—	—		52%	—		39-64%	—
18. Has the percentage of public school 8th graders who have computers available in their mathematics classrooms increased? (1996)	—	—		30%	—		7-54%	—
19. Has the percentage of degrees awarded in mathematics and science to								
• all students increased? (1991 vs. 1995)	31%	32%	↑	39%	42%	↑	25-49%	15-53%
• minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1995)	31%	32%	↑	39%	40%	↑	22-64%	22-57%
• female students increased? (1991 vs. 1995)	29%	29%	↔	35%	37%	↑	23-46%	13-47%
GOAL 6 Adult Literacy and Lifelong Learning								
20. Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)	—	—		52%	—		46-77%	—
21. Has the percentage of U.S. citizens who report that they								
• registered to vote increased? (1988 vs. 1996)	—	—		70%	71%	↑	58-95%	61-91%
• voted increased? (1988 vs. 1996)	—	—		61%	58%	↓	50-74%	47-69%
22. Has postsecondary enrollment increased? (1992 vs. 1996)	—	—		◆	◆		33-68%	40-73%

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant *

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PUERTO RICO

	Puerto Rico			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools								
23. Has student marijuana use decreased? (1991 vs. 1995) *	4%	7%	↓	◆	◆		4-18%	7-32%
24. Has student alcohol use (5 or more drinks in a row) decreased? (1991 vs. 1995) *	18%	20%	↔	◆	◆		17-43%	13-43%
25. Has the availability of drugs on school property decreased? (1995) *	21%	—		◆	◆		20-46%	—
26. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1995) *	4%	—		◆	◆		4-11%	—
27. Has the percentage of students involved in physical fights on school property decreased? (1995) *	15%	—		◆	◆		12-19%	—
28. Has the percentage of students carrying weapons on school property decreased? (1995) *	7%	—		◆	◆		7-14%	—
29. Has the percentage of students who do not feel safe at school decreased? (1995) *	16%	—		◆	◆		3-16%	—
30. Has teacher victimization decreased? (1994)	—	—		15%	—		8-26%	—
31. Have student disruptions that interfere with teaching decreased? (1991 vs. 1994)	—	—		37%	46%	↓	23-60%	33-65%
GOAL 8 Parental Participation								
32. Has the percentage of schools with minimal parental involvement decreased, according to								
• public school teachers? (1991 vs. 1994)	—	—		◆	◆		9-44%	13-50%
• public school principals? (1991 vs. 1994)	—	—		◆	◆		4-22%	3-27%
33. Has the influence of parent associations on school policy increased? (1991 vs. 1994)	—	—		◆	◆		8-37%	12-50%

KEY

↑ Significantly better

↓ Significantly worse

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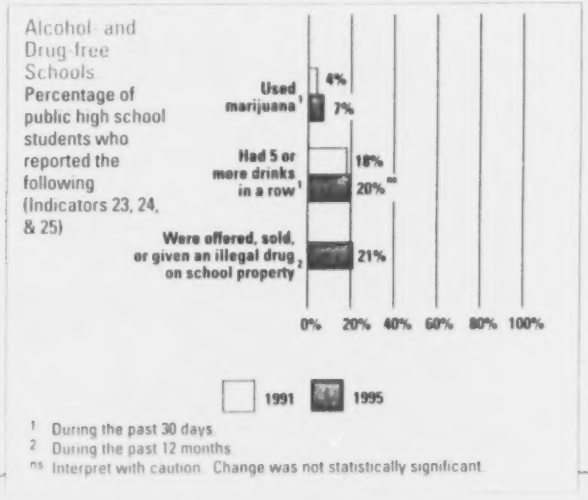

1 During the past 30 days.

2 During the past 12 months.

ns Interpret with caution. Change was not statistically significant.

BEST COPY AVAILABLE

VIRGIN ISLANDS

	Virgin Islands			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 1 Ready to Learn								
1. Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1996)	—	—		37%	34%	↑	25-48%	24-45%
2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)	—	—		75%	78%	↑	61-88%	71-87%
3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1996)	9%	7%	↑	7%	7%	↔	5-15%	5-14%
4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1996)	47%	55%	↑	76%	82%	↑	47-87%	55-90%
5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1997)	—	—		■	■		16-68	15-95
GOAL 2 School Completion								
6. Has the high school completion rate increased? (1990 vs. 1996)	—	—		86%	86%	↔	77-96%	79-95%
7. Has the high school dropout rate decreased? (1992 vs. 1995)	—	—		■	■		3-12%	2-11%
GOAL 3 Student Achievement and Citizenship								
8. Has reading achievement improved in Grade 4? (1992 vs. 1994)	—	—		29%	30%	↔	8-38%	8-41%
9. Has mathematics achievement improved								
• in Grade 4? (1992 vs. 1996)	—	—		18%	21%	↑	5-27%	3-31%
• in Grade 8? (1990 vs. 1992)	1%	1%	↔	15%	21%	↑	1-27%	1-31%
10. Has science achievement improved in Grade 8? (1996)	—	—		29%	—		5-41%	—

KEY

- ↑ Significantly better
- ↓ Significantly worse
- ↔ Interpret with caution. Change was not statistically significant ◆

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— Data not available.
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VIRGIN ISLANDS

	Virgin Islands			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)								
11. Has the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1998)	—	—		55	88	↑	9-177	19-235
GOAL 4 Teacher Education and Professional Development								
12. Has the percentage of public secondary school teachers who hold								
• a degree in their main teaching assignment increased? (1991 vs. 1994)	—	—		66%	63%	↓	51-85%	50-81%
• a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)	—	—		94%	93%	↓	91-100%	89-100%
13. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)	—	—		85%	—		76-98%	—
14. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)	—	—		16%	—		4-81%	—
15. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)	—	—		22%	27%	↑	6-42%	7-48%
GOAL 5 Mathematics and Science								
16. Has the state's international standing improved in								
• Grade 8 mathematics achievement? (1996)	—	—		20 out of 40 countries scored above the U.S.			6-38 countries	—
• Grade 8 science achievement? (1996)	—	—		9 out of 40 countries scored above the U.S.			1-38 countries	—

KEY

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VIRGIN ISLANDS

	Virgin Islands			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 5 Mathematics and Science (continued)								
17. Has the percentage of public school 8th graders whose mathematics teachers report that they								
• have students work in small groups or with a partner increased? (1996)	—	—		66%	—		45-92%	—
• address algebra and functions increased? (1996)	—	—		57%	—		45-82%	—
• address reasoning and analytical ability increased? (1996)	—	—		52%	—		39-64%	—
18. Has the percentage of public school 8th graders who have computers available in their mathematics classrooms increased? (1996)	—	—		30%	—		7-54%	—
19. Has the percentage of degrees awarded in mathematics and science to								
• all students increased? (1991 vs. 1995)	25%	25%	↔	39%	42%	↑	25-49%	15-53%
• minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1995)	23%	22%	↓	39%	40%	↑	22-64%	22-57%
• female students increased? (1991 vs. 1995)	23%	13%	↓	35%	37%	↑	23-46%	13-47%
GOAL 6 Adult Literacy and Lifelong Learning								
20. Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)	—	—		52%	—		46-77%	—
21. Has the percentage of U.S. citizens who report that they								
• registered to vote increased? (1988 vs. 1996)	—	—		70%	71%	↑	58-95%	61-91%
• voted increased? (1988 vs. 1996)	—	—		61%	58%	↓	50-74%	47-69%
22. Has postsecondary enrollment increased? (1992 vs. 1996)	—	—		◆	◆		33-68%	40-73%

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant.◆

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◆ Indicators are not the same at the national and state levels.
— Data not available.
◆ See pages 243-244 for an explanation of statistical significance.
See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

VIRGIN ISLANDS

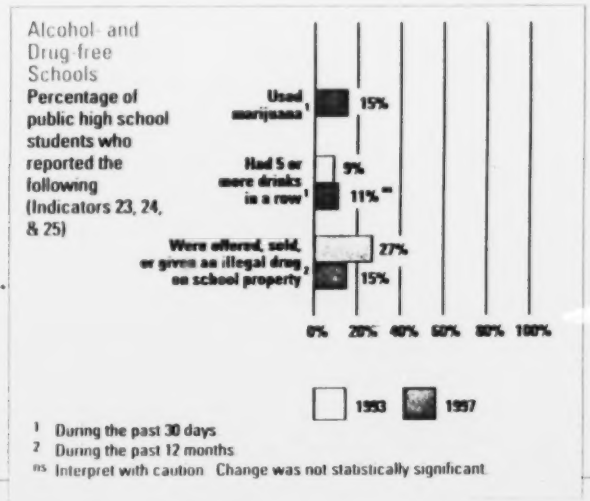
	Virgin Islands			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools								
23. Has student marijuana use decreased? (1997) *	15%	—		◆	◆		12-35%	—
24. Has student alcohol use (5 or more drinks in a row) decreased? (1993 vs. 1997) *	9%	11%	↔	◆	◆		9-44%	11-45%
25. Has the availability of drugs on school property decreased? (1993 vs. 1997) *	27%	15%	↑	◆	◆		11-31%	15-42%
26. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993 vs. 1997) *	12%	10%	↔	◆	◆		6-15%	5-13%
27. Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1997) *	15%	15%	↔	◆	◆		13-39%	11-34%
28. Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1997) *	12%	8%	↔	◆	◆		8-18%	5-17%
29. Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1997) *	9%	6%	↔	◆	◆		3-23%	3-13%
30. Has teacher victimization decreased? (1994)	—	—		15%	—		8-26%	—
31. Have student disruptions that interfere with teaching decreased? (1991 vs. 1994)	—	—		37%	46%	↓	23-60%	33-65%
GOAL 8 Parental Participation								
32. Has the percentage of schools with minimal parental involvement decreased, according to								
• public school teachers? (1991 vs. 1994)	—	—		◆	◆		9-44%	13-50%
• public school principals? (1991 vs. 1994)	—	—		◆	◆		4-22%	3-27%
33. Has the influence of parent associations on school policy increased? (1991 vs. 1994)	—	—		◆	◆		8-37%	12-50%

KEY

- ↑ Significantly better
- ↓ Significantly worse
- ↔ Interpret with caution. Change was not statistically significant. ◆

◆ Indicators are not the same at the national and state levels.
— Data not available.
* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
◆ See pages 243-244 for an explanation of statistical significance.

See pages 14-17 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.



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Appendix A

Technical Notes and Sources for the National Indicators

General Information

Statistical Significance

In this report, the term "significance" refers to statistical significance, and indicates that change over time is not likely to have occurred by chance. The majority of indicators in this report are based on samples and not entire populations. For example, mathematics achievement results were obtained by sampling a portion of the nation's 4th, 8th, and 12th graders. This enables the nation and the states to use smaller, cost-efficient samples to predict how the entire student population would have performed on an assessment without testing all of them. This is similar to a public opinion poll that predicts, with a certain degree of confidence, how all individuals would have responded to a set of questions had they all been polled.

It is important to note that any estimate based on a sample contains a small amount of imprecision, or error. The estimate would be slightly higher or slightly lower if a different sample were chosen. Public opinion polls account for this error when they caution that their results are "accurate within plus or minus two percentage points."

If we want to determine whether the nation and the states have made progress over time, we must apply a statistical test to tell us whether there are likely to be differences in actual performance over time in the entire population. The statistical test takes into account not only the difference between the measures, but the precision of the estimate for each measure. If the test indicates that the groups in the entire population are likely to perform differently, we say that the difference is statistically significant. This means that the differences are not likely to have occurred by chance, and we can be confident that performance has changed over time.

All differences in this report that are termed "statistically significant" are measured at the 0.05 level. For formulas and more detailed technical information, see the following sections on "accuracy of data," "sampling errors," and "non-sampling errors."

Accuracy of Data

The accuracy of any statistic is determined by the joint effects of "sampling" and "nonsampling" errors. Estimates based on a sample will differ somewhat from the figures that would have been obtained if a complete census had been taken using the same survey instruments, instructions, and procedures. In addition to such sampling errors, all surveys, both universe and sample, are subject to design, reporting, and processing errors and errors due to nonresponse. To the extent possible, these nonsampling errors are kept to a minimum by methods built into the survey procedures. In general, however, the effects of nonsampling errors are more difficult to gauge than those produced by sampling variability.

Sampling Errors

The samples used in surveys are selected from a large number of possible samples of the same size that could have been selected using the same sample design. Estimates derived from the different samples would differ from each other. The difference between a sample estimate and the average of all possible samples is called the sampling deviation. The standard or sampling error of a survey estimate is a measure of the variation among the estimates from all possible samples and, thus, is a measure of the precision with

which an estimate from a particular sample approximates the average result of all possible samples.

The sample estimate and an estimate of its standard error permit us to construct interval estimates with prescribed confidence that the interval includes the average result of all possible samples. If all possible samples were selected under essentially the same conditions and an estimate and its estimated standard error were calculated from each sample, then: 1) approximately 2/3 of the intervals from one standard error below the estimate to one standard error above the estimate would include the average value of the possible samples, and 2) approximately 19/20 of the intervals from two standard errors above the estimate to two standard errors below the estimate would include the average value of all possible samples. We call an interval from two standard errors below the estimate to two standard errors above the estimate a 95 percent confidence interval.

Analysis of standard errors can help assess how valid a comparison between two estimates might be. The standard error of a difference between two independent sample estimates is equal to the square root of the sum of the squared standard errors of the estimates. The standard error (se) of the difference between independent sample estimates "a" and "b" is:

$$se_{a-b} = \sqrt{se_a^2 + se_b^2}$$

To compare changes in between-group differences (groups "a" and "b") over time (years "1" and "2"), we approximate the standard error of the difference as:

$$se = \sqrt{se_{a_1}^2 + se_{b_1}^2 + se_{a_2}^2 + se_{b_2}^2}$$

This method overestimates the standard error because it does not account for covariance (the covariance figures were not available). Because of this overestimation, the approach is conservative; that is, one is less likely to obtain significant results.

Nonsampling Errors

Universe and sample surveys are subject to nonsampling errors. Nonsampling errors may arise when respondents or interviewers interpret questions differently; when respondents must estimate values; when coders, keyers, and other processors handle answers differently; when persons who should be included in the universe are not; or when persons fail to respond (completely or partially). Nonsampling errors usually, but not always, result in an understatement of total survey error and, thus, an overstatement of the precision of survey estimates. Since estimating the magnitude of nonsampling errors often would require special experiments or access to independent data, these magnitudes are seldom available.

Goal 1: Ready to Learn

1. Children's Health Index

The percentages of infants at risk are based on the number of births used to calculate the health index, not the actual number of births. The percentage of complete and usable birth records used to calculate the 1996 health index varied from a high of 45% to a low of 24%. Four states (California, Indiana, New York, and South Dakota) did not collect information on all four risks in 1996; five states (California, Indiana, New York, Oklahoma, and South Dakota) did not collect information on all four risks in 1990. These states and the territories are not included in the U.S. total.

Risks are late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy. The National Center for Health Statistics notes that alcohol use during pregnancy is likely to be underreported on the birth certificate.

Source: Nicholas Zill and Christine Winquist Nord of Westat developed the concept of the Children's Health Index. Stephanie Ventura and Sally Clarke of the National Center for Health Statistics provided the special tabulations of the 1990 and 1996 birth certificate data needed to produce the index, July 1998.

2. Immunizations

The Goals Panel reports data from 1994 as the baseline year for immunizations. This was the first year for which data were collected using the National Immunization Survey (NIS). In prior years, the Centers for Disease Control and Prevention collected data on immunization using the National Health Interview Survey (NHIS). The Goals Panel does not compare data from NIS and NHIS, due to methodological differences between the two instruments.

"Two-year-olds" are defined as children 19 to 35 months of age. "Fully immunized" is defined as four doses of diphtheria-tetanus-pertussis vaccine, three doses of polio vaccine, and one dose of measles or measles/mumps/rubella vaccine.

Sources: 1994 National Immunization Survey, Centers for Disease Control and Prevention. *Morbidity and Mortality Weekly Report,* August 25, 1995, 619; unpublished tabulations from Abt Associates, July 1997.

1997 National Immunization Survey, Centers for Disease Control and Prevention. *Morbidity and Mortality Weekly Report,* July 10, 1998, 547; unpublished tabulations from Abt Associates, August 1998.

3. Family-Child Reading and Storytelling

The population estimates for the National Household Education Survey (NHES) cover 3- to 5-year-old children who are not yet enrolled in kindergarten. Age from the NHES:93 was established as of January 1, 1993; age from the NHES:96 was established as of December 31, 1995.

In the NHES:93, information on daily reading was collected using two approaches with split-half samples. The two approaches did not result in significantly different estimates for daily reading to 3- to 5-year-old preschoolers. A combined measure using both items for NHES:93 is included in this report.

"Parents" includes parents or other family members. Figures combine responses of "read to every day" and "told a story three or more times a week."

Sources: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey: 1993 School Readiness Interview, unpublished tabulations prepared by Westat, August 1994.

U.S. Department of Education, National Center for Education Statistics, National Household Education Survey: 1996 Parent Interview, unpublished tabulations prepared by Westat, August 1996.

4. Preschool Participation

The population estimates for the NHES cover 3- to 5-year-old children who are not yet enrolled in kindergarten. Age from the NHES:91 was established as of January 1, 1991; age from the NHES:96 was established as of December 31, 1995. Preschool participation includes children enrolled in any center-based program, including nursery schools, prekindergarten programs, preschools, day care centers, and Head Start.

"High income" is defined as a family income of $50,000 or more. "Low income" is defined as a family income of $10,000 or less.

Sources: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey: 1991 Early Childhood Component, unpublished tabulations prepared by Westat, August 1994.

U.S. Department of Education, National Center for Education Statistics, National Household Education Survey: 1996 Parent Interview, unpublished tabulations prepared by Westat, August 1996.

Goal 2: School Completion

5. High School Completion

The high school completion rates for 18 to 24-year-olds are computed as a percentage of the non-high school enrolled population at these ages who hold a high school credential (either a high school diploma or an alternative credential, such as a General Educational Development (GED) certificate, Individualized Education Program (IEP) credential, or certificate of attendance).

Source: U.S. Department of Commerce, Bureau of the Census, 1990 and 1997 October Current Population Surveys, unpublished tabulations prepared by the National Center for Education Statistics and MPR Associates, Inc., August 1998.

Goal 3: Student Achievement and Citizenship

General

National Assessment of Educational Progress (NAEP)

NAEP is a survey of the educational achievement of American students and changes in that achievement across time. Since 1969, NAEP has assessed the achievement of national samples of 9-, 13-, and 17-year-old students in public and private schools. In 1983, it expanded the samples so that grade-level results could be reported.

The assessments, conducted annually until the 1979-1980 school year and biennially since then, have included periodic measures of student performance in reading, mathematics, science, writing, U.S. history, civics, geography, and other subject areas. NAEP also collects demographic, curricular, and instructional background information from students, teachers, and school administrators.

National Assessment Governing Board (NAGB) Achievement Levels

The NAEP data shown under Goal 3 should be interpreted with caution. The Goals Panel's performance standard classifies student performance according to achievement levels devised by the National Assessment Governing Board. These achievement level data (in reading and mathematics) have been previously reported by the National Center for Education Statistics (NCES). Students with NAEP scores falling below the Goals Panel's performance standard have been classified as "Basic" or below; those above have been classified as "Proficient" or "Advanced."

The NAGB achievement levels represent a useful way of categorizing overall performance on the NAEP. They are also consistent with the Panel's efforts to report such performance against a high-criterion standard. However, both NAGB and NCES regard the achievement levels as developmental; the reader of this report is advised to interpret the achievement levels with caution.

NAGB has established standards for reporting the results of the National Assessment of Educational Progress. This effort has resulted in three achievement levels: basic, proficient, and advanced. The NAGB achievement levels are reasoned judgements of what students should know and be able to do. They are attempts to characterize

overall student performance in particular subject matters. Readers should exercise caution, however, in making particular inferences about what students at each level actually know and can do. A NAEP assessment is a complex picture of student achievement, and applying external standards for performance is a difficult task. Evaluation studies have raised questions about the degree to which the standards in the NAGB achievement levels are actually reflected in an assessment and, hence, the degree to which inferences about actual performance can be made from these achievement levels. The Goals Panel acknowledges these limitations but believes that, used with caution, these levels convey important information about how American students are faring in reaching Goal 3.

Basic: *This level, below proficient, denotes partial mastery of knowledge and skills that are fundamental for proficient work at each grade — 4, 8, and 12.* For 12th grade, this is higher-than-minimum competency skills (which are normally taught in elementary and junior high school) and covers significant elements of standard high-school-level work.

Proficient: *This central level represents solid academic performance for each grade tested — 4, 8, and 12.* It reflects a consensus that students reaching this level have demonstrated competency over challenging subject matter and are well prepared for the next level of schooling. At grade 12, the proficient level encompasses a body of subject-matter knowledge and analytical skills, and of cultural literacy and insight, that all high school graduates should have for democratic citizenship, responsible adulthood, and productive work.

Advanced: *This higher level signifies superior performance beyond proficient grade-level mastery at grades 4, 8, and 12.* For 12th grade, the advanced level shows readiness for rigorous college courses, advanced training, or employment requiring advanced academic achievement.

Only five academic subjects are presented at the national level. Thus far, student achievement levels at the national level have been established by NAGB in only five of the core subject areas — reading, mathematics, science, history, and geography. The indicators for Goal 3 will be expanded as new NAEP assessments are developed in other subject areas and achievement levels are established.

6. Reading Achievement

The National Education Goals Panel has set its performance standard at the two highest levels of achievement — Proficient or Advanced — on the National Assessment of Educational Progress (NAEP). These levels were established by the National Assessment Governing Board.

Source: Campbell, J., Donahue, P., Reese, C., & Phillips, G. (1996). NAEP *1994 reading report card for the nation and the states.* Washington, DC: U.S. Department of Education, National Center for Education Statistics.

7. Writing Achievement

Although student achievement levels have not been established for writing, the data presented in the *Goals Report* are reported against a standard and do show whether students are performing at acceptable levels.

NAEP Writing Portfolio Study, 1992

To conduct the Writing Portfolio Study, NAEP asked a nationally representative subgroup of the 4th and 8th graders who participated in the 1992 NAEP writing assessment to work with their teachers and submit three pieces of writing from their Language Arts or English classes that represented their best writing efforts. Students were asked to give special preference to pieces developed using writing process strategies such as pre-writing activities, consulting

with others about writing, and revising successive drafts. They were also asked to select pieces that represented different kinds of writing (i.e., narrative, informative, or persuasive). Papers were scored according to the following Narrative Scoring Guide.

Describing a single event:

- **Event Description.** Paper is a list of sentences minimally related or a list of sentences that all describe a single event, or a description of a setting or character.

Writing about a series of events:

- **Undeveloped Story.** Paper is a listing of related events. More than one event is described, but with few details about setting, characters, or the events. (Usually there is no more than one sentence telling about each event.)

- **Basic Story.** Paper describes a series of events, giving details (in at least two or three sentences) about some aspect of the story (the events, the characters' goals, or problems to be solved). But the story may be undeveloped or lack cohesion because of problems with syntax, sequencing, or events missing.

Writing about a sequence of episodes:

- **Extended Story.** Paper describes a sequence of episodes, including details about most story elements (i.e., setting, episodes, characters' goals, or problems to be solved). But the stories are confusing or incomplete (i.e., at the end of the story the characters' goals are ignored or problems are inadequately resolved; the beginning does not match the rest of the story; the plot is weak; or the internal logic or plausibility of characters' actions is not maintained).

- **Developed Story.** Paper describes a sequence of episodes in which most of the story elements are clearly developed (i.e., setting, episodes, characters' goals, or problems to be solved) with a simple resolution of these goals or problems at the end. The story may have one or two problems, or include too much detail, or the end may be inconsistent with the rest of the story; or the story may contain one highly developed episode with subplots.

- **Elaborated Story.** Paper describes a sequence of episodes in which almost all story elements are well developed (i.e., setting, episodes, characters' goals, or problems to be solved). The resolution of the goals or problems at the end is elaborated. The events are presented and elaborated in a cohesive way.

Source: Gentile, C.A., Martin-Rehrmann, J., & Kennedy, J.H. (1995). *Windows into the classroom, NAEP's 1992 writing portfolio study*, pp. 83 and 85. Washington, DC: U.S. Department of Education, National Center for Education Statistics.

8. Mathematics Achievement

See technical note under indicator 6 and general technical notes regarding NAEP and the NAGB achievement levels.

Source: Reese, C.M., Miller, K.E., Mazzeo, J., & Dossey, J.A. (1997). *NAEP 1996 mathematics report card for the nation and the states.* Washington, DC: National Center for Education Statistics.

9. Science Achievement

See technical note under indicator 6 and general technical notes regarding NAEP and the NAGB achievement levels.

Source: Bourque, M.L., Champagne, A., & Crissman, S. (1997). *1996 science performance standards: Achievement results for the nation and states, a first look.* Washington, DC: National Assessment Governing Board.

10. History Achievement

See technical note under indicator 6 and general technical notes regarding NAEP and the NAGB achievement levels.

According to NCES, the U.S. history results presented here for Grades 4, 8, and 12 illustrate one of the difficulties in setting achievement levels. NAGB is concerned about the discrepancy between actual student performance and the expectations for performance that are contained in the achievement levels. Simply stated, students are not performing as well on the NAEP U.S. history assessment, particularly at Grade 12, as NAGB and the many panelists and reviewers think that these students should perform. For example, most students take at least one high school course in U.S. history by the end of the 11th grade. Yet the achievement levels indicate that more than half (57%) of 12th graders are performing below the basic level, with 1% scoring at the advanced level. In contrast, data from The College Board show that about 2.4% of all graduating seniors score well enough on the Advanced Placement examination in U.S. history to be considered qualified for college credit.

Since NAEP is a cross-sectional survey of student achievement, it cannot readily identify cause-and-effect relationships to explain why students scored high or low. Although one hypothesis is that students' performance was found to be too low because the achievement levels are set too high, NAGB does not believe that this is the case. At present, validity studies on these achievement levels, conducted by American College Testing (ACT), have pointed in opposite directions — one suggested that the levels were too high, the other that they were too low. NAGB intends to look carefully at this gap between expected and actual performance, and encourages others to do so as well.

There are several other hypotheses that might account for this gap between actual student scores and the achievement levels. Motivation, particularly at Grade 12, is a perennial problem in an assessment like NAEP for which there are no stakes or rewards for students to do well. (However, it is not clear why students should be less motivated in taking this history assessment than other NAEP assessments in which higher percentages of students reached the various "cutpoints.") There may be differences between what is taught in the broad array of U.S. history classes and the content of this NAEP assessment. A lack of consistency between the grade levels at which the subject is taught and the NAEP assessment of Grades 4, 8, and 12 could account for some of this discrepancy. The judges for the 12th grade levels may have had relatively higher expectations than judges for the other grades. Finally, the difference between more conventional testing practices in some classrooms and the NAEP assessment questions may be another factor. NAEP includes a variety of questions, from multiple-choice items to open-ended tasks that require students to apply knowledge and demonstrate skills by writing their answers.

Many of these factors, or a combination of all of them, could explain the gap between standards for student performance contained in the NAGB achievement levels and the actual performance on the 1994 NAEP history assessment.

Source: Williams, P.L., Lazer, S., Reese, C.M., & Carr, P. (1995). *1994 NAEP U.S. history: A first look.* Washington, DC: U.S. Department of Education, National Center for Education Statistics.

11. Geography Achievement

See technical note under indicator 6.

Source: Williams, P.L., Reese, C.M., Lazer, S., & Shakrani, S. (1995). *1994 NAEP world geography: A first look.* Washington, DC: U.S. Department of Education, National Center for Education Statistics.

Goal 4: Teacher Education and Professional Development

12. Teacher Preparation

Only secondary school teachers whose main assignment was in mathematics, science, English, social studies, fine arts, foreign language, and special education were included in the analysis of whether a teacher had a degree in his/her main assignment.

The subject areas used for teacher's main assignment were defined using the following assignment categories:

Mathematics: mathematics

Science: biology/life science, chemistry, geology/earth science/space science, physics, and general and all other science

English: English/language arts and reading

Social studies: social studies/social science

Fine arts: art, dance, drama/theater, and music

Foreign language: French, German, Latin, Russian, Spanish, and other foreign language

Special education: general special education, emotionally disturbed, mentally retarded, speech/language impaired, deaf and hard-of-hearing, orthopedically impaired, severely handicapped, specific learning disabilities, and other special education

The subject areas used for teacher's degree were defined using the following training categories:

Mathematics: mathematics and mathematics education

Science: biology/life science, chemistry, geology/earth science/space science, physics, general and all other science, and science education

English: English, English education, and reading education

Social studies: social studies/social sciences education, economics, history, political science, psychology, public affairs and services, sociology, and other social sciences

Fine arts: art education, art (fine and applied), drama/theater, music, and music education

Foreign language: French, German, Latin, Russian, Spanish, other foreign language, and foreign language education

Special education: general special education, emotionally disturbed, mentally retarded, speech/language impaired, deaf and hard-of-hearing, orthopedically impaired, severely handicapped, specific learning disabilities, and other special education

Information is not reported for bilingual education or English as a Second Language (ESL) degrees, since relatively few higher education institutions grant degrees in those fields.

"Undergraduate or graduate degree" includes academic or education majors, but does not include minors or second majors.

A secondary teacher is one who, when asked about grades taught, checked:

- "Ungraded" and was designated as a secondary teacher on the list of teachers provided by the school; or

- 6th grade or lower and 7th grade or higher, and reported a primary assignment other than prekindergarten, kindergarten, or general elementary; or
- 9th grade or higher, or 9th grade or higher and "ungraded;" or
- 7th and 8th grades only, and reported a primary assignment other than kindergarten, general elementary, or special education; or
- 7th and 8th grades only, and reported a primary assignment of special education and was designated as a secondary teacher on the list of teachers provided by the school; or
- 6th grade or lower and 7th grade or higher, or 7th and 8th grades only, and was not categorized above as either elementary or secondary.

Source: U.S. Department of Education, National Center for Education Statistics, Teacher Surveys of the Schools and Staffing Survey, 1990-1991 and 1993-1994, unpublished tabulations prepared by Westat, August 1995.

13. Teacher Professional Development

Selected topics for professional development include uses of educational technology, methods of teaching subject field, in-depth study in subject field, and student assessment.

Source: U.S. Department of Education, National Center for Education Statistics, Teacher Survey of the Schools and Staffing Survey, 1993-1994, unpublished tabulations prepared by Westat, August 1995.

Goal 5: Mathematics and Science

14. International Mathematics Achievement

For the Third International Mathematics and Science Study (TIMSS), the following countries did not meet international guidelines at Grade 4: Australia, Austria, Hungary, Israel, Kuwait, Latvia (LSS), Netherlands, Slovenia, and Thailand. In England, more than 10 percent of the population was excluded from testing at Grade 4. In England and Scotland, a participation rate of 75 percent of the schools and students combined for Grade 4 was achieved only after replacements for refusals were substituted.

The following countries did not meet international guidelines at Grade 8: Australia, Austria, Belgium (French), Bulgaria, Colombia, Denmark, Germany, Greece, Israel, Kuwait, Netherlands, Romania, Scotland, Slovenia, South Africa, and Thailand.

In four countries, more than 10 percent of the population was excluded from testing at Grade 8: England, Germany, Israel, and Lithuania. In Belgium (Flemish), England, Germany, Latvia (LSS), Switzerland, and the United States, a participation rate of 75 percent of the schools and students combined for Grade 8 was achieved only after replacements for refusals were substituted.

Sources: U.S. Department of Education, National Center for Education Statistics. (1996). *Pursuing excellence: A study of U.S. eighth-grade mathematics and science teaching, learning, curriculum, and achievement in international context.* NCES 97-198. Washington, DC: U.S. Government Printing Office.

U.S. Department of Education, National Center for Education Statistics. (1997). *Pursuing excellence: A study of U.S. fourth-grade mathematics and science achievement in international context.* NCES 97-255. Washington, DC: U.S. Government Printing Office.

U.S. Department of Education, National Center for Education Statistics. (1998). *Pursuing excellence: A study of U.S. twelfth-grade mathematics and science achievement in international context.* NCES 98-049. Washington, DC: U.S. Government Printing Office.

15. International Science Achievement

See technical note under indicator 14.

Sources: *Ibid.*

16. Mathematics and Science Degrees

Data include only U.S. citizens and resident aliens on permanent visas, and include institutions in U.S. territories.

Mathematical sciences is the only field of study included in the mathematics category for this report.

Fields of study in the science category for this report include: engineering; physical sciences; geosciences; computer science; life sciences (includes medical and agricultural sciences); social sciences; and science and engineering technologies (includes health technologies).

Source: Integrated Postsecondary Education Data System (IPEDS 1991 and 1995), which is conducted by the National Center for Education Statistics. The data were analyzed by Westat, using the National Science Foundation's WebCASPAR Database System, August 1997.

Goal 6: Adult Literacy and Lifelong Learning

17. Adult Literacy

The U.S. Department of Education and the Educational Testing Service (ETS) characterized the literacy of America's adults in terms of three "literacy scales" representing distinct and important aspects of literacy: prose, document, and quantitative literacy. Each of the literacy scales has five levels, with Level 1 being least proficient and Level 5 being most proficient.

Prose literacy, selected as a national indicator for this report, is defined as the knowledge and skills needed to understand and use information from texts, that include editorials, news stories, poems, and fiction; for example, finding a piece of information in a newspaper article, interpreting instructions from a warranty, inferring a theme from a poem, or contrasting views expressed in an editorial. The five levels are:

Level 1 – Most of the tasks in this level require the reader to read relatively short text to locate a single piece of information which is identical to or synonymous with the information given in the question or directive. If plausible but incorrect information is present in the text, it tends not to be located near the correct information.

Level 2 – Some tasks in this level require readers to locate a single piece of information in the text; however, several distractors or plausible but incorrect pieces of information may be present, or low-level inferences may be required. Other tasks require the reader to integrate two or more pieces of information or to compare and contrast easily identifiable information based on a criterion provided in the question or directive.

Level 3 – Tasks in this level tend to require readers to make literal or synonymous matches between the text and information given in the task, or to make matches that require low-level inferences. Other tasks ask readers to integrate information from dense or lengthy text that contains no organizational aids such as headings. Readers may also be asked to generate a response based on information that can be easily identified in the text. Distracting information is present, but is not located near the correct information.

Level 4 – These tasks require readers to perform multiple-feature matches and to integrate or synthesize information

from complex or lengthy passages. More complex inferences are needed to perform successfully. Conditional information is frequently present in tasks at this level and must be taken into consideration by the reader.

Level 5 – Some tasks in this level require the reader to search for information in dense text which contains a number of plausible distractors. Others ask readers to make high-level inferences or use specialized background knowledge. Some tasks ask readers to contrast complex information.

Source: Kirsch, I.S., Jungeblut, A., Jenkins, L., & Kolstad, A. (1993, September). *Adult literacy in America: A first look at the results of the National Adult Literacy Survey*, p. 17. Washington, DC: U.S. Department of Education, National Center for Education Statistics.

18. Participation in Adult Education

Adults 17 years old and older who participated in one or more adult education activities on a full-time, but not on a part-time, basis in the previous 12 months are excluded from both the numerator and denominator in the calculations of adult education participation.

Sources: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey: 1991 Adult Education Component, unpublished tabulations prepared by Westat, August 1994.

U.S. Department of Education, National Center for Education Statistics, National Household Education Survey: 1995 Adult Education Interview, unpublished tabulations prepared by Westat, August 1995.

19. Participation in Higher Education

Disparities in college entrance rates between White and minority high school graduates are based on three-year averages (1989-1991 for 1990; 1995-1997 for 1996). "College" includes junior colleges, community colleges, and universities. "College degree" includes Associate's degrees, Bachelor's degrees, and graduate/professional degrees.

Sources: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys, 1989-1991 and 1995-1997; unpublished tabulations from the National Center for Education Statistics, prepared by Pinkerton Computer Consultants, Inc., July 1998.

U.S. Department of Commerce, Bureau of the Census, 1992 and 1997 March Current Population surveys; unpublished tabulations from the National Center for Education Statistics, prepared by Pinkerton Computer Consultants, Inc., July 1995.

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

20. Overall Student Drug and Alcohol Use

Use of any illicit drug includes any use of marijuana, hallucinogens, cocaine, heroin, inhalants, or any use of stimulants or tranquilizers not under a doctor's orders.

Source: Johnston, L.D., O'Malley, P.M., & Bachman, J.G. (1998, July). *Selected outcome measures from the Monitoring the Future Study for Goal 7 of the National Education Goals: A special report for the National Education Goals Panel.* Ann Arbor: University of Michigan, Institute for Social Research.

21. Sale of Drugs at School

Source: *Ibid.*

22. Student and Teacher Victimization

• Student Victimization

Threats and injuries to students include those made with or without a weapon.

Source: *Ibid.*

• Teacher Victimization

Sources: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Teacher Survey on Safe, Disciplined, and Drug-free Schools, FRSS 42, unpublished tabulations prepared by Westat, August 1994.

U.S. Department of Education, National Center for Education Statistics, Teacher Survey of the Schools and Staffing Survey, 1993-1994, unpublished tabulations prepared by Westat, August 1995.

23. Disruptions in Class by Students

• Student Reports

Figure represents responses from students who reported that during an average week, misbehavior by other students interfered with their own learning six times a week or more.

Source: Johnston, L.D., O'Malley, P.M., & Bachman, J.G. (1998, July). *Selected outcome measures from the Monitoring the Future Study for Goal 7 of the National Education Goals: A special report for the National Education Goals Panel.* Ann Arbor: University of Michigan, Institute for Social Research.

• Teacher Reports

Figure represents responses from secondary school teachers who "agreed" or "strongly agreed" that student misbehavior interferes with their teaching.

See technical note for Goal 4, indicator 12 regarding the definition of a secondary teacher.

Source: U.S. Department of Education, National Center for Education Statistics, Teacher Surveys of the Schools and Staffing Survey, 1990-1991 and 1993-1994, unpublished tabulations prepared by Westat, August 1995.

Goal 8: Parental Participation

24. Schools' Reports of Parent Attendance at Parent-Teacher Conferences

Survey respondents were principals or their designees. "More than half" included responses of "more than half" and "most or all" combined. Data includes only those public schools in which the school reported that it held regularly scheduled schoolwide parent-teacher conferences during the year.

An elementary school was any school where the highest grade identified on the survey questionnaire was 6 or lower. A middle school was any school where the highest grade identified was 7 or 8, and three or fewer grades were served. All other schools (for example, where the highest grade identified was 7 or 8, and more than three grades were served) were not included in the analysis.

Source: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Family and School Partnerships in Public Schools, K-8, FRSS 58, 1996, unpublished tabulations prepared by Westat, August 1996.

25. Schools' Reports of Parent Involvement in School Policy Decisions

Survey respondents were principals or their designees. Data include responses of "moderate extent" and "great extent" combined. Policy areas include: allocation of funds; curriculum or overall instructional program; the design of special programs; library books and materials; discipline policies and procedures; health-related topics or policies; monitoring or evaluating teachers; or developing parent involvement activities.

An elementary school was any school where the highest grade identified on the survey questionnaire was 6 or lower. A middle school was any school where the highest grade identified was 7 or 8, and three or fewer grades were served. All other schools (for example, where the highest grade identified was 7 or 8, and more than three grades were served) were not included in the analysis.

Source: *Ibid.*

26. Parents' Reports of Their Involvement in School Activities

In the NHES:96, data for the three variables included in this report (attendance at a general school meeting, attendance at a school or class event, and acting as a volunteer at the school or serving on a school committee) were collected for a split-half of the sample. The other split-half of the sample included items that were worded slightly differently.

Sources: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey: 1993 School Safety and Discipline Component, unpublished tabulations, NCES, August 1995.

U.S. Department of Education, National Center for Education Statistics, National Household Education Survey: 1996 Parent Interview, unpublished tabulations prepared by Westat, August 1996.

Readers interested in further information from data sources for the national indicators presented in the *1998 Data Volume for the National Education Goals Report* can contact the sponsoring agencies, as follows:

Data Source	Sponsoring Agency	Contact
Children's Health Index (Indicator 1)	National Center for Health Statistics (NCHS)	Sally Clarke (301) 436-8500
Fast Response Survey System (FRSS) (Indicators 24 and 25)	National Center for Education Statistics (NCES)	Edith McArthur (202) 219-1442
Integrated Postsecondary Education Data System (IPEDS) (Indicator 16)	NCES	Roslyn Korb (202) 219-1587
International Education Survey (Indicators 14 and 15)	NCES	Eugene Owen (202) 219-1746
Monitoring the Future (Indicators 20-23)	University of Michigan, Institute for Social Research	Lloyd Johnston (313) 763-5043
National Adult Literacy Survey (NALS) (Indicator 17)	NCES	Andrew Kolstad (202) 219-1773
National Assessment of Educational Progress (NAEP) (Indicators 6-11)	NCES	Peggy Carr (202) 219-1576
National Immunization Survey (Indicator 2)	Centers for Disease Control and Prevention	Victor Coronado (404) 639-8892
National Household Education Survey (NHES) (Indicators 3, 4, and 26)	NCES	Kathryn Chandler (202) 219-1767
NHES Adult Education Component (Indicator 18)	NCES	Peter Stowe (202) 219-2099
NCES items in the Current Population Survey (CPS) (Indicators 5 and 19)	NCES	Kathryn Chandler (202) 219-1767
Schools and Staffing Survey (SASS) (Indicators 12, 13, 22, and 23)	NCES	Daniel Kasprzyk (202) 219-1588

Readers interested in further analyses from NCES data sources can contact the National Education Data Resource Center (NEDRC), connected with the National Center for Education Statistics. NCES has established the NEDRC to enable state education personnel, education researchers, and others to obtain special statistical tabulations of data sets maintained by NCES. Researchers and others can ask the Data Center to perform specific tabulations from NCES data files. This service currently is provided at no cost to the requestor.

The Data Center has files available from:

Beginning Postsecondary Students (BPS),
Common Core of Data (CCD),
High School and Beyond (HS&B),
Integrated Postsecondary Education Data System (IPEDS),
National Assessment of Educational Progress (NAEP),
National Education Longitudinal Study (NELS:88),
National Household Education Survey (NHES),
National Postsecondary Student Aid Study (NPSAS),
National Study of Postsecondary Faculty (NSPF), and
Schools and Staffing Survey (SASS).

In the future, the Data Center plans to add additional databases to its inventory.

To contact the National Education Data Resource Center, write or call:

c/o Pinkerton Computer Consultants, Inc.
1900 North Beauregard Street, Suite 200
Alexandria, VA 22311-1722

Fax requests to: (703) 820-7465
Phone: (703) 845-3151
E-MAIL: NEDRC@PCCI.com

Appendix B

Technical Notes and Sources for the State Indicators

General Information

See general technical notes in Appendix A for information regarding statistical significance, accuracy of data, and sampling and nonsampling errors.

Baseline and Most Recent Update Years

State participation may vary by data collection year for reporting data from the Children's Health Index (Indicator 1), dropout data using the National Center for Education Statistics' (NCES) uniform definition (indicator 7), state-level NAEP mathematics at Grade 8 (indicator 9), and data from the Youth Risk Behavior Survey (YRBS) (indicators 23-29). The baseline year and the most recent update year for each state are reported in parentheses next to these indicators.

For these indicators, the range of state scores are calculated using the data for all states that participated in that year, whether or not that year represents all states' baseline year or most recent update year. For example, 13 states have 1992 as their baseline year for indicator 7 and five states have 1993 as their baseline year. For these five states, the range of state scores for indicator 7 includes data for the 17 states that reported dropout rates in 1993.

State and U.S. Comparisons

For the state-level indicators on student achievement (8-10) and the mathematics instructional practices (17-18), the state data are for public school students, while the U.S. data are for public and private school students. For the indicators on teacher education and professional development (12-15), and teacher victimization and student disruptions (30-31), the state data are for public school teachers, while the U.S. data are for public and private school teachers.

Data for the U.S. that are reported on the state pages do not include the territories. Ranges of state scores reported on the state pages do include the territories.

Goal 1: Ready to Learn

1. Children's Health Index

The percentages of infants at risk are based on the number of births used to calculate the health index, not the actual number of births. The percentage of complete and usable birth records used to calculate the 1996 health index varied from a high of 45% to a low of 24%. Four states (California, Indiana, New York, and South Dakota) did not collect information on all four risks in 1996; five states (California, Indiana, New York, Oklahoma, and South Dakota) did not collect information on all four risks in 1990.

Risks are late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy. The National Center for Health Statistics notes that alcohol use during pregnancy is likely to be underreported on the birth certificate.

Source: Nicholas Zill and Christine Winquist Nord of Westat developed the concept of the Children's Health Index. Stephanie Ventura and Sally Clarke of the National Center for Health Statistics provided the special tabulations of the 1990 and 1996 birth certificate data needed to produce the index, July 1998.

2. Immunizations

The Goals Panel reports data from 1994 as the baseline year for immunizations. This was the first year for which data were collected using the National Immunization Survey (NIS). In prior years, the

Centers for Disease Control and Prevention collected data on immunizations using the National Health Interview Survey (NHIS). The Goals Panel does not compare data from NIS and NHIS, due to methodological differences between the two instruments.

"Two year olds" are defined as children 19 to 35 months of age. "Fully immunized" is defined as four doses of diphtheria-tetanus-pertussis vaccine, three doses of polio vaccine, and one dose of measles or measles/mumps/rubella vaccine.

Sources: 1994 National Immunization Survey, Centers for Disease Control and Prevention. *Morbidity and Mortality Weekly Report*, August 25, 1995, 619; unpublished tabulations from Abt Associates, July 1997.

1997 National Immunization Survey, Centers for Disease Control and Prevention. *Morbidity and Mortality Weekly Report*, July 10, 1998, 547; unpublished tabulations from Abt Associates, August 1998.

3. Low Birthweight

Source: U.S. Department of Health and Human Services, unpublished tabulations from Division of Vital Statistics, National Center for Health Statistics, prepared by Westat, July 1998.

4. Early Prenatal Care

Prenatal care refers to the first visit for health care services during pregnancy.

Source: *Ibid.*

5. Preschool Programs for Children with Disabilities

The Individuals with Disabilities Education Act (IDEA) supports the improvement of services for very young children with disabilities through several programs, including the Program for Infants and Toddlers with Disabilities (Part C), the Preschool Grants Program (Section 619 of Part B), and the Early Education Program for Children with Disabilities (Section 623 of Part C). The Congressional mandate required states to have a mandate in place by school year 1991-1992 that ensures a free appropriate public education (FAPE) for all eligible 3- to 5-year-old children with disabilities.

Data are based on state information submitted to the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS) on the number of children with disabilities served under IDEA, Part B and Chapter 1 (ESEA State-Operated Programs [SOP]) programs.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), unpublished tabulations prepared by Westat, July 1998. Percentage of children served is based on U.S. Census Bureau Estimated Resident Population, by state, for July 1996.

Goal 2: School Completion

6. High School Completion Rates

The high school completion rates for 18- to 24-year-olds are computed as a percentage of the non-high school enrolled population at these ages who hold a high school credential (either a high school diploma or an alternative credential, such as a General Educational Development (GED) certificate, Individualized Education Program (IEP) credential, or certificate of attendance).

Because of small sample sizes, the state-level completion data are calculated using three-year averages. For example, for the baseline year, state data for 1990 reflect an average of 1989, 1990, and 1991. The figure for the U.S. that is shown on the state pages is for 1990. For the most recent update year, state data for 1996 reflect an

average of 1995, 1996, and 1997. The figure for the U.S. that is shown on the state pages is for 1997.

Source: U.S. Department of Commerce, Bureau of the Census, 1989-1991 and 1995-1997 October Current Population Surveys; unpublished tabulations prepared by the National Center for Education Statistics and MPR Associates, Inc., August 1998.

7. High School Dropout Rates

The 1991-1992 school year was the first for which states reported school district level data on the numbers and types of dropouts in the Common Core of Data (CCD) Agency Universe Survey. The CCD defined a dropout as an individual who: (1) was enrolled in school at some time during the previous school year; (2) was not enrolled on October 1 of the current school year; (3) has not graduated from high school or completed a state- or district-approved educational program; and (4) does not meet any exclusionary conditions. For the 1991-1992 school year, 12 states and the District of Columbia reported data that were considered to meet the CCD standards to allow publication of their dropout data. For the 1992-1993 school year, 16 states and the District of Columbia reported data that met CCD standards. For the 1993-1994 school year, 23 states and the District of Columbia reported data that met CCD standards. For the 1994-1995 school year, 29 states and the District of Columbia reported data that met CCD standards.

It is important to note that states may require several years to stabilize their dropout reporting systems.

Sources: Hoffman, L.M. (1995). *State dropout data collection practices: 1991-1992 school year.* Washington, DC: U.S. Department of Education, National Center for Education Statistics.

McMillen, M.M., & Kaufman, P. (1996). *Dropout rates in the United States: 1994.* Washington, DC: U.S. Department of Education, National Center for Education Statistics.

McMillen, M.M., Kaufman, P., & Klein, S. (1997). *Dropout rates in the United States: 1995.* Washington, DC: U.S. Department of Education, National Center for Education Statistics.

McMillen, M.M. (1998). *Dropout rates in the United States: 1996.* Washington, DC: U.S. Department of Education, National Center for Education Statistics.

Hoffman, L. (1998). *Overview of public elementary and secondary schools and districts: School year 1995-1996.* Washington, DC: U.S. Department of Education, National Center for Education Statistics. (Puerto Rico only).

Goal 3: Student Achievement and Citizenship

General

National Assessment of Educational Progress (NAEP)

NAEP is a survey of the educational achievement of American students and changes in that achievement across time. Since 1969, NAEP has assessed the achievement of national samples of 9-, 13-, and 17-year-old students in public and private schools. In 1983, it expanded the samples so that grade-level results could be reported.

The assessments, conducted annually until the 1979-1980 school year and biennially since then, have included periodic measures of student performance in reading, mathematics, science, writing, U.S. history, civics, geography, and other subject areas. NAEP also collects demographic, curricular, and instructional background information from students, teachers, and school administrators.

In 1988, Congress added a new dimension to NAEP by authorizing, on a trial basis, voluntary participation of public schools in state-level assessments.

National Assessment Governing Board (NAGB) Achievement Levels

The NAEP data shown under Goal 3 should be interpreted with caution. The Goals Panel's performance standard classifies student performance according to achievement levels devised by the National Assessment Governing Board. These achievement level data (in reading and mathematics) have been previously reported by the National Center for Education Statistics (NCES). Students with NAEP scores falling below the Goals Panel's performance standard have been classified as "Basic" or below; those above have been classified as "Proficient" or "Advanced."

The NAGB achievement levels represent a useful way of categorizing overall performance on the NAEP. They are also consistent with the Panel's efforts to report such performance against a high criterion standard. However, both NAGB and NCES regard the achievement levels as developmental; the reader of this report is advised to interpret the achievement levels with caution.

NAGB has established standards for reporting the results of the National Assessment of Educational Progress. This effort has resulted in three achievement levels: basic, proficient, and advanced. The NAGB achievement levels are reasoned judgements of what students should know and be able to do. They are attempts to characterize overall student performance in particular subject matters. Readers should exercise caution, however, in making particular inferences about what students at each level actually know and can do. A NAEP assessment is a complex picture of student achievement, and applying external standards for performance is a difficult task. Evaluation studies have raised questions about the degree to which the standards in the NAGB achievement levels are actually reflected in an assessment and, hence, the degree to which inferences about actual performance can be made from these achievement levels. The Goals Panel acknowledges these limitations but believes that, used with caution, these levels convey important information about how American students are faring in reaching Goal 3.

Basic: *This level, below proficient, denotes partial mastery of knowledge and skills that are fundamental for proficient work at each grade — 4, 8, and 12.* For 12th grade, this is higher than minimum competency skills (which are normally taught in elementary and junior high school) and covers significant elements of standard high-school level work.

Proficient: *This central level represents solid academic performance for each grade tested — 4, 8, and 12.* It reflects a consensus that students reaching this level have demonstrated competency over challenging subject matter and are well prepared for the next level of schooling. At Grade 12, the proficient level encompasses a body of subject-matter knowledge and analytical skills, and of cultural literacy and insight, that all high school graduates should have for democratic citizenship, responsible adulthood, and productive work.

Advanced: *This higher level signifies superior performance beyond proficient grade-level mastery at Grades 4, 8, and 12.* For 12th grade, the advanced level shows readiness for rigorous college courses, advanced training, or employment requiring advanced academic achievement.

Only three academic subjects are presented at the state level. Thus far, state-level assessments have only been conducted in reading, mathematics, and science, and student achievement levels have been established by NAGB in these three subject areas. The indicators for

Goal 3 will be expanded as new NAEP assessments are developed in other subject areas and achievement levels are established.

8. Reading Achievement

See general technical notes regarding NAEP and the NAGB achievement levels.

The National Education Goals Panel has set its performance standard at the two highest levels of achievement — Proficient or Advanced — on the National Assessment of Educational Progress (NAEP). These levels were established by the National Assessment Governing Board.

In 1992, 43 jurisdictions (states and territories) participated in the 4th grade reading assessment. In 1994, 44 jurisdictions participated in the voluntary program. However, two states, Idaho and Michigan, did not meet the minimum school participation guidelines for public schools; therefore, their results were not released. In addition, the District of Columbia withdrew from the Trial State Assessment after the data collection phase. It should also be noted that Montana, Nebraska, New Hampshire, Pennsylvania, Rhode Island, Tennessee, and Wisconsin did not satisfy one of the guidelines for school sample participation rates.

Source: Campbell, J., Donahue, P., Reese, C., & Phillips, G. (1996). *NAEP 1994 reading report card for the nation and the states.* Washington, DC: U.S. Department of Education, National Center for Education Statistics.

9. Mathematics Achievement

See general technical notes regarding NAEP and the NAGB achievement levels.

The National Education Goals Panel has set its performance standard at the two highest levels of achievement — Proficient or Advanced — on the National Assessment of Educational Progress. These levels were established by the National Assessment Governing Board.

Forty jurisdictions (states and territories) participated in the 1990 trial mathematics assessment of 8th graders, and 44 jurisdictions participated in the 1992 state mathematics assessments of 4th and 8th graders.

In 1996, 45 jurisdictions participated in the voluntary assessment of 4th and 8th graders. However, three states (Nevada, New Hampshire, and New Jersey) failed to meet the minimum school participation guidelines for public schools at Grade 8; therefore, their results were not released. The following states did not satisfy one of the guidelines for school sample participation rates at Grade 4: Alaska, Arkansas, Iowa, Michigan, Montana, Nevada, New Jersey, New York, Pennsylvania, South Carolina, and Vermont. The following states did not satisfy one of the guidelines for school sample participation rates at Grade 8: Alaska, Arkansas, Iowa, Maryland, Michigan, Montana, New York, South Carolina, Vermont, and Wisconsin.

Sources: Reese, C.M., Miller, K.E., Mazzeo, J., & Dossey, J.A. (1997). *NAEP 1996 mathematics report card for the nation and the states.* Washington, DC: U.S. Department of Education, National Center for Education Statistics.

National Center for Education Statistics, 1990 and 1992 NAEP Mathematics Data (revised), October 1996.

10. Science Achievement

See general technical notes regarding NAEP and the NAGB achievement levels.

The National Education Goals Panel has set its performance standard at the two highest levels of achievement — Proficient or Advanced — on the National Assessment of Educational Progress. These levels were established by the National Assessment Governing Board.

In 1996, 45 states participated in the voluntary program. However, three states (Nevada, New Hampshire, and New Jersey) failed to meet the minimum school participation guidelines for public schools; therefore, their results were not released. The following states did not satisfy one of the guidelines for school sample participation rates: Alaska, Arkansas, Iowa, Maryland, Michigan, Montana, New York, South Carolina, Vermont, and Wisconsin.

Source: Bourque, M.L., Champagne, A., & Crissman, S. (1997). *1996 science performance standards: Achievement results for the nation and states, a first look.* Washington, DC: National Assessment Governing Board.

11. Advanced Placement Performance

The Advanced Placement program, sponsored by the College Board, provides a way for high schools to offer college-level coursework to students. At present, one or more course descriptions, examinations, and sets of curricular materials are available in art, biology, chemistry, computer science, economics, English, French, German, government and politics, history, Latin, mathematics, music, physics, and Spanish. Advanced Placement examinations, which are given in May, are graded on a five-point scale: 5 — extremely well qualified; 4 — well qualified; 3 — qualified; 2 — possibly qualified; and 1 — no recommendation. Grades of 3 and above generally are accepted for college credit and advanced placement at participating colleges and universities.

The subject areas used for this report include the following Advanced Placement examinations:

English: English Language & Composition and English Literature & Composition

Science: Biology, Chemistry, Physics B, Physics C — Mechanics, and Physics C — Electricity and Magnetism

Mathematics: Calculus AB and Calculus BC

History: U.S. History and European History

Foreign Language: French Language, French Literature, Spanish Language, Spanish Literature, and German

Fine Arts: Art History, Studio Art (Drawing and General), and Music Theory

Economics: Macro-economics and Micro-economics

Government: U.S. Government and Politics and Comparative Government and Politics

The number of Advanced Placement examinations graded 3 or above per 1,000 11th and 12th graders is presented in this report. The number of 11th and 12th graders includes public and private students. The enrollment figures were arrived at by multiplying the public enrollment by a private-enrollment adjustment factor.

Source: The College Board, Advanced Placement Program, Results from the 1991 and 1998 Advanced Placement Examinations, unpublished tabulations, August 1991 and August 1998.

Goal 4: Teacher Education and Professional Development

12. Teacher Preparation

Only secondary school teachers whose main assignment was in mathematics, science, English, social studies, fine arts, foreign language, and special education were included in the analysis of

whether a teacher had a degree in his/her main assignment. Information is not reported for bilingual education or English as a Second Language (ESL) degrees, since relatively few higher education institutions grant degrees in those fields. "Undergraduate or graduate degrees" includes academic or education majors, but does not include minors or second majors.

The subject areas used for teacher's main assignment were defined using the following assignment categories:

Mathematics: mathematics

Science: biology/life science, chemistry, geology/earth science/space science, physics, and general and all other science

English: English/language arts and reading

Social studies: social studies/social science

Fine arts: art, dance, drama/theater, and music

Foreign language: French, German, Latin, Russian, Spanish, and other foreign language

Special education: general special education, emotionally disturbed, mentally retarded, speech/language impaired, deaf and hard-of-hearing, orthopedically impaired, severely handicapped, specific learning disabilities, and other special education

The subject areas used for teacher's degree were defined using the following training categories:

Mathematics: mathematics and mathematics education

Science: biology/life science, chemistry, geology/earth science/space science, physics, general and all other science, and science education

English: English, English education, and reading education

Social studies: social studies/social sciences education, economics, history, political science, psychology, public affairs and services, sociology, and other social sciences

Fine arts: art education, art (fine and applied), drama/theater, music, and music education

Foreign language: French, German, Latin, Russian, Spanish, other foreign language, and foreign language education

Special education: general special education, emotionally disturbed, mentally retarded, speech/language impaired, deaf and hard-of-hearing, orthopedically impaired, severely handicapped, specific learning disabilities, and other special education

A secondary teacher is one who, when asked about grades taught, checked:

- "Ungraded" and was designated as a secondary teacher on the list of teachers provided by the school; or
- 6th grade or lower and 7th grade or higher, and reported a primary assignment other than prekindergarten, kindergarten, or general elementary; or
- 9th grade or higher, or 9th grade or higher and "ungraded;" or
- 7th and 8th grades only, and reported a primary assignment other than kindergarten, general elementary, or special education; or
- 7th and 8th grades only, and reported a primary assignment of special education and was designated as a secondary teacher on the list of teachers provided by the school; or

- 6th grade or lower and 7th grade or higher, or 7th and 8th grades only, and was not categorized above as either elementary or secondary.

Source: U.S. Department of Education, National Center for Education Statistics, Public School Teacher Surveys of the Schools and Staffing Survey, 1990-1991 and 1993-1994, unpublished tabulations prepared by Westat, August 1995.

13. Teacher Professional Development

Selected topics for professional development include uses of educational technology, methods of teaching subject field, in-depth study in subject field, and student assessment.

Source: U.S. Department of Education, National Center for Education Statistics, Public School Teacher Survey of the Schools and Staffing Survey, 1993-1994, unpublished tabulations prepared by Westat, August 1995.

14. Preparation to Teach Limited English Proficient Students

Source: *Ibid.*

15. Teacher Support

Source: U.S. Department of Education, National Center for Education Statistics, Public School Teacher Surveys of the Schools and Staffing Survey, 1990-1991 and 1993-1994, unpublished tabulations prepared by Westat, August 1995.

Goal 5: Mathematics and Science

16. International Mathematics and Science Achievement

International comparisons of student achievement in 8th grade mathematics and science are presented, using data from a newly released research study. This study statistically links state results from the 1996 NAEP with country results from the 1995 Third International Mathematics and Science Study (TIMSS). TIMSS is the most comprehensive international study of mathematics and science achievement conducted to date. TIMSS tested half a million students in 41 countries in 30 different languages. Participating countries included the United States, as well as some of the United States' chief economic competitors and trading partners, such as Japan, Germany, Canada, England, France, Korea, Singapore, Hong Kong, and the Russian Federation.

Linking the two assessments allows us to predict how each state would have performed on TIMSS, relative to the 41 countries that actually participated in the international assessment, on the basis of each state's NAEP performance. The authors of the linking study caution that the technique used to link the two tests can provide only limited information, since NAEP and TIMSS cover different content and were taken by different groups of students at different times. Nevertheless, the technique can provide broad comparisons that tell states which countries' students would be expected to score significantly higher than, similar to, or significantly lower than their own students in mathematics and science on this international assessment.

In 1995, a representative sample of 8th graders in Minnesota took the same mathematics and science assessments as the students in the 41 participating TIMSS nations. Results shown for Minnesota, therefore, are based on actual scores, not estimated scores. Missouri and Oregon also took the same TIMSS assessments in 1997, but their results have not yet been publicly released.

Source: Johnson, E.G., & Siegendorf, A. (1998). *Linking the National Assessment of Educational Progress and the Third International Mathematics and Science Study: Eighth grade results.* Report prepared for the U.S. Department of Education, National Center for

Education Statistics, NCES 98-500. Washington, DC: U.S. Government Printing Office.

17. Mathematics Instructional Practices

Source: NAEP 1996 Mathematics Cross-State Data Compendium for the Grade 4 and Grade 8 Assessment. Findings from the State Assessment in Mathematics of the National Assessment of Educational Progress, NCES 97-495; and unpublished tabulations from Educational Testing Service, August 1997.

18. Mathematics Resources

Source: *Ibid.*

19. Mathematics and Science Degrees

Data include only U.S. citizens and resident aliens on permanent visas, and include institutions in U.S. territories.

Mathematical sciences is the only field of study included in the mathematics category for this report. Fields of study in the science category for this report include: engineering; physical sciences; geosciences; computer science; life sciences (includes medical and agricultural sciences); social sciences; and science and engineering technologies (includes health technologies).

No percentages are reported for mathematics and science degrees awarded to minority students in Guam due to insufficient population size.

Source: Integrated Postsecondary Education Data System (IPEDS 1991 and 1995), which is conducted by the National Center for Education Statistics. The data were analyzed by Westat, using the National Science Foundation's WebCASPAR Database System, August 1997.

Goal 6: Adult Literacy and Lifelong Learning

20. Adult Literacy

The U.S. Department of Education and the Educational Testing Service (ETS) characterized the literacy of America's adults in terms of three "literacy scales" representing distinct and important aspects of literacy: prose, document, and quantitative literacy. Each of the literacy scales has five levels, with Level 1 being least proficient and Level 5 being most proficient. The five levels are:

Level 1 – Most of the tasks in this level require the reader to read relatively short text to locate a single piece of information which is identical to or synonymous with the information given in the question or directive. If plausible but incorrect information is present in the text, it tends not to be located near the correct information.

Level 2 – Some tasks in this level require readers to locate a single piece of information in the text; however, several distractors or plausible but incorrect pieces of information may be present, or low-level inferences may be required. Other tasks require the reader to integrate two or more pieces of information or to compare and contrast easily identifiable information based on a criterion provided in the question or directive.

Level 3 – Tasks in this level tend to require readers to make literal or synonymous matches between the text and information given in the task, or to make matches that require low-level inferences. Other tasks ask readers to integrate information from dense or lengthy text that contains no organizational aids such as headings. Readers may also be asked to generate a response based on information that can be easily identified in the text. Distracting information is present, but is not located near the correct information.

Level 4 – These tasks require readers to perform multiple-feature matches and to integrate or synthesize information from complex or lengthy passages. More complex inferences are needed to perform successfully. Conditional information is frequently present in tasks at this level and must be taken into consideration by the reader.

Level 5 – Some tasks in this level require the reader to search for information in dense text which contains a number of plausible distractors. Others ask readers to make high-level inferences or use specialized background knowledge. Some tasks ask readers to contrast complex information.

Prose literacy, presented in this report, is defined as the knowledge and skills needed to understand and use information from texts that include editorials, news stories, poems, and fiction; for example, finding a piece of information in a newspaper article, interpreting instructions from a warranty, inferring a theme from a poem, or contrasting views expressed in an editorial.

Twelve states (California, Florida, Illinois, Indiana, Iowa, Louisiana, New Jersey, New York, Ohio, Pennsylvania, Texas, and Washington) participated in the 1992 State Adult Literacy Survey. The Oregon Progress Board conducted an independent study in 1990, which was validated by the Educational Testing Service. Adults aged 16-65 participated in the 1990 Oregon study; in other states that participated in 1992, the sample included adults aged 16 and older.

Sources: Educational Testing Service, unpublished tabulations from the 1992 State Adult Literacy Survey, August 1993. The Oregon Progress Board conducted an independent study in 1990, which was validated by the Educational Testing Service.

21. Voter Registration and Voting

Sources: U.S. Department of Commerce, Bureau of the Census, Voting and Registration in the Election of November 1988, Current Population Reports, Series P-20, no. 440 (Washington, DC: U.S. Government Printing Office, 1989), and unpublished tabulations, calculations by Westat.

U.S. Department of Commerce, Bureau of the Census, Voting and Voter Registration in the Election of November 1996, Current Population Reports, Series P-20, no. 504 (Washington, DC: U.S. Government Printing Office, 1998), and unpublished tabulations, calculations by Westat.

22. Participation in Higher Education

The Residence and Migration portion of the Fall Enrollment Survey is administered every two years. Data on high school graduates are for the previous spring; however, public and private school data on high school graduates are for different years because the Common Core of Data (CCD) is collected annually and the Private School Universe Survey is administered every two years. The 1992-1993 CCD provides the number of public high school graduates in the 1991-1992 school year; the 1991-1992 Private School Universe Survey provides the number of private high school graduates in the 1990-1991 school year. Similarly, the 1994-1995 CCD provides the number of public high school graduates in the 1993-1994 school year; the 1993-1994 Private School Universe Survey provides the number of private high school graduates in the 1992-1993 school year.

Higher education participation rates for 1992 were computed by adding 1991-1992 high school graduates from public schools (reported in the Common Core of Data) and 1990-1991 high school graduates from nonpublic schools (reported in the Private School

Universe Survey). Rates for 1996 were computed the same way, using 1995-1996 public school data and 1994-1995 nonpublic school data.

The Private School Universe Survey uses a combination of list frame and area frame samples to produce national estimates; the state estimates of private high school graduates are not considered representative. For 15 states, however, the area frame sample is large enough that standard errors can be calculated; for these states, change between 1992 (the baseline year) and 1996 (the most recent update) can be measured. For the remaining 36 states, the sample size is insufficient to permit a reliable estimate of change between 1992 and 1996.

The Private School Universe Survey does not collect data on private high school graduates in the U.S. territories (American Samoa, Guam, Northern Marianas, Puerto Rico, and the Virgin Islands). This report does not include data for the territories.

Sources: U.S. Department of Education, National Center for Education Statistics, Residence and Migration of First-Time Freshmen Enrolled in Higher Education Institutions: Fall 1992; Common Core of Data 1992-1993; and Private School Universe Survey, 1991-1992.

U.S. Department of Education, National Center for Education Statistics, Residence and Migration of First-Time Freshmen Enrolled in Higher Education Institutions: Fall 1996; Common Core of Data 1996-1997; and Private School Universe Survey, 1995-1996.

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

23. Student Marijuana Use

The information from the Youth Risk Behavior Survey (YRBS) includes only states with weighted data.

Sources: Centers for Disease Control and Prevention. (1992). *Current tobacco, alcohol, marijuana, and cocaine use among high school students — United States, 1991.* Atlanta, GA: Author.

Centers for Disease Control and Prevention. (1994). *Current tobacco, alcohol, marijuana, and cocaine use among high school students — United States, 1993.* Atlanta, GA: Author.

Centers for Disease Control and Prevention. (1996). *Current tobacco, alcohol, marijuana, and cocaine use among high school students — United States, 1995.* Atlanta, GA: Author.

Centers for Disease Control and Prevention. (1998). *Current tobacco, alcohol, marijuana, and cocaine use among high school students — United States, 1997.* Atlanta, GA: Author.

24. Student Alcohol Use

See technical note under indicator 23.

Sources: *Ibid.*

25. Availability of Drugs on School Property

See technical note under indicator 23.

Sources: Centers for Disease Control and Prevention. (1994). *Current tobacco, alcohol, marijuana, and cocaine use among high school students — United States, 1993.* Atlanta, GA: Author.

Centers for Disease Control and Prevention. (1996). *Current tobacco, alcohol, marijuana, and cocaine use among high school students — United States, 1995.* Atlanta, GA: Author.

26. Student Victimization

See technical note under indicator 23.

Sources: *Ibid.*

27. Physical Fights

See technical note under indicator 23.

Sources: *Ibid.*

28. Carrying a Weapon

See technical note under indicator 23.

Sources: *Ibid.*

29. Student Safety

See technical note under indicator 23.

Sources: *Ibid.*

30. Teacher Victimization

Source: U.S. Department of Education, National Center for Education Statistics, Public School Teacher Survey of the Schools and Staffing Survey, 1993-1994, unpublished tabulations prepared by Westat, August 1995.

31. Disruptions in Class by Students

See technical note for Goal 4, indicator 12, regarding the definition of a secondary teacher.

Source: U.S. Department of Education, National Center for Education Statistics, Public School Teacher Surveys of the Schools and Staffing Survey, 1990-1991 and 1993-1994, unpublished tabulations prepared by Westat, August 1995.

Goal 8: Parental Participation

32. Parental Involvement in Schools

Sources: U.S. Department of Education, National Center for Education Statistics, Public School Teacher Surveys of the Schools and Staffing Survey, 1990-1991 and 1993-1994, unpublished tabulations prepared by Westat, August 1995.

U.S. Department of Education, National Center for Education Statistics, Public School Principal Surveys of the Schools and Staffing Survey, 1990-1991 and 1993-1994, unpublished tabulations prepared by Westat, August 1995.

33. Influence of Parent Associations

Areas of school policy include establishing curriculum, hiring new full-time teachers, and setting discipline policy.

In 1990-1991, data from principals reporting that the parent association in their school has substantial influence on hiring new teachers were not reported for the following states due to small sample size: Arkansas, Georgia, Idaho, Kansas, Maine, Massachusetts, Montana, Nevada, New Mexico, North Dakota, Pennsylvania, Rhode Island, Vermont, West Virginia, and Wyoming.

In 1993-1994, data from principals reporting that the parent association in their school has substantial influence on hiring new teachers were not reported for the following states due to small sample size: South Carolina and West Virginia.

In 1990-1991, data from principals reporting that the parent association in their school has substantial influence on setting discipline policy were not reported for the state of Maine due to small sample size.

Source: U.S. Department of Education, National Center for Education Statistics, Public School Principal Surveys of the Schools and Staffing Survey, 1990-1991 and 1993-1994, unpublished tabulations prepared by Westat, August 1995.

Readers interested in further information from data sources for the state indicators presented in the *1998 Data Volume for the National Education Goals Report* can contact the sponsoring agencies, as follows:

Data Source	Sponsoring Agency	Contact
Advanced Placement (Indicator 11)	The College Board	Wade Curry (212) 713-8066
Birth Certificate Data (Indicators 1, 3, and 4)	National Center for Health Statistics (NCHS)	Sally Clarke (301) 436-8500 Stephanie Ventura (301) 436-8954
Common Core of Data (CCD) (Indicators 7 and 22)	National Center for Education Statistics (NCES)	Lee Hoffman (202) 219-1621
Current Population Survey (Indicator 21)	Bureau of the Census	Lynn Casper (301) 457-2445
Data Analysis System (Indicator 5)	Office of Special Education	Judith Holt (202) 358-3059
Integrated Postsecondary Education Data System (Indicators 19 and 22)	NCES	Roslyn Korb (202) 219-1587
International Education Surveys (Indicator 16)	NCES	Eugene Owen (202) 219-1746
National Adult Literacy Survey (NALS) (Indicator 20)	NCES	Andrew Kolstad (202) 219-1773
	Educational Testing Service (ETS)	Doug Rhodes (800) 551-1230
National Assessment of Educational Progress (NAEP) (Indicators 8-10, 17, and 18)	NCES	Peggy Carr (202) 219-1576
National Immunization Survey (Indicator 2)	Centers for Disease Control and Prevention (CDC)	Victor Coronado (404) 639-8892

Data Source	Sponsoring Agency	Contact
NCES items in the Current Population Survey (CPS) (Indicator 6)	NCES	Kathryn Chandler (202) 219-1767
Private School Survey (Indicator 22)	NCES	Steve Broughman (202) 219-1744
Schools and Staffing Survey (SASS) (Indicators 12-15, and 30-33)	NCES	Daniel Kasprzyk (202) 219-1588
Youth Risk Behavior Survey (YRBS) (Indicators 23-29)	CDC	Laura Kann (770) 488-3251

Readers interested in further analyses from NCES data sources can contact the National Education Data Resource Center (NEDRC), connected with the National Center for Education Statistics. NCES has established the NEDRC to enable state education personnel, education researchers, and others to obtain special statistical tabulations of data sets maintained by NCES. Researchers and others can ask the Data Center to perform specific tabulations from NCES data files. This service currently is provided at no cost to the requestor.

The Data Center has files available from:

Beginning Postsecondary Students (BPS),
Common Core of Data (CCD),
High School and Beyond (HS&B),
Integrated Postsecondary Education Data System (IPEDS),
National Assessment of Educational Progress (NAEP),
National Education Longitudinal Study (NELS:88),
National Household Education Survey (NHES),
National Postsecondary Student Aid Study (NPSAS),
National Study of Postsecondary Faculty (NSPF), and
Schools and Staffing Survey (SASS).

In the future, the Data Center plans to add additional databases to its inventory.

To contact the National Education Data Resource Center, write or call:

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Appendix C

Acknowledgements

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1998 Data Volume for the National Education Goals Report

The National Education Goals Panel values your feedback on the *1998 Data Volume for the National Education Goals Report*. Please take a few moments to complete and return this questionnaire so that we can improve future reports. Mail or fax to:

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